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ABSTRACT

Even Start is a national program of early childhood and adult education to improve family literacy. This document is a series of four appendices which accompany the National Evaluation of the Even Start Family Literacy Program, a 4-year effort to assess projects, participants, and effects of Even Start. Appendix A provides in-depth description of nine participating literacy projects in various states. These descriptions include information on each project's context; its adult education, parenting, and early childhood services; its staffing needs; and its retention strategies. Appendix B provides a full set of the Even Start National Evaluation Information System Forms. Appendix C is a full set of the forms used to gather information for the in-depth program descriptions. Appendix D provides a detailed description of deriving estimates of program effect from reference groups. Included in this description are sections on: (1) defining project effectiveness; (2) establishing reference groups for comparisons; (3) assessing the comparability of reference groups; (4) evaluating implementation issues; (4) checking validity of growth expectations; and (5) using reference group analyses at the individual project level. (JW)

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# *NATIONAL EVALUATION OF THE EVEN START FAMILY LITERACY PROGRAM*

## *FINAL REPORT*

*Appendices*

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# Table of Contents

| | |
|---|---|
| Appendix A | In-Depth Study Program Descriptions (1990-91 Program Operations) |
| Appendix B | NEIS Data Collection Forms |
| Appendix C | In-Depth Study Data Collection Forms |
| Appendix D | NEIS Reference Group Analysis |

# APPENDIX A

## IN-DEPTH STUDY PROGRAM DESRIPTIONS
## (1990-91 Program Operations)

# BIRMINGHAM, ALABAMA

## OVERVIEW OF THE PROGRAM

Early childhood, parenting, and adult education classes are offered at the Eureka Family Center, a renovated elementary school. The building has four classrooms for children, one classroom for parents, a small cafeteria, and a small office that two facilitators share. There is an outside play area with playground equipment as well as easels for outdoor painting activities in the warm weather. The program operates 11 months of the year, closing only in August for building maintenance.

Parents and children come to the Eureka Family Center together two days a week (either Monday and Tuesday or Wednesday and Thursday). The day starts with parents and children eating breakfast together from 9:00 a.m. - 9:30 a.m. and ends with lunch together from 12:30-1:00. Meals are sent from a neighboring high school and served in the center's cafeteria. Parents participate in ABE instruction, parent groups, and typing and sewing classes at the Eureka Center. ABE instruction also is available at the PALS lab in the district's Adult Education Center.

Home visits take place once a week for an hour; parent meetings or "group home visits" take place once a month at one of the housing projects. There is a lending library of books and toys at the Eureka center.

As of the spring of 1990, there are 48 families enrolled in the project, with 80 children from birth to age seven. Each early childhood classroom has an average of six to ten children per day. The participants are recruited from two housing projects. Primarily black and English speaking, they range in age from 17-38 years. Most of the families are on welfare, with female head of households.

## CONTEXT FOR EVEN START

The Birmingham Public Schools is the second largest district in the state with 42,248 students enrolled as of October 1989. There are 79 schools in the district, including 52 elementary, 16 middle and 11 high schools. The student population is about 86 percent minority. District staff estimate that 73 percent of students in the school system are eligible for free and reduced price lunches.

Kindergarten has been a full-day program for 15 years. Early childhood education for four-year-olds is available through Head Start, but Even Start is the only program in the district offering free early childhood education for children ages three and younger.

The district has offered adult basic education since 1965. There is a full time Adult Education Center and 35 satellite sites in schools and churches. The program serves more than 2,000 students a year in ABE classes, GED preparation, and ESL classes.

The district also has a parent education program, with a main center and five satellites, that offers the following: a lending library, make-and-take sessions, take-home computers, workshops, parenting classes, and monthly seminars. Parents involved in the district program volunteer in the schools, tutor children one-on-one, and serve on parent patrols in the school. The program has been distinguished by an award from NASBE (National Association of State Boards of Education).

## ADULT BASIC EDUCATION SERVICES

### Frequency and Location of Services

Even Start parents are divided into two groups according to when they attend: Group 1 attends Mondays and Tuesdays and Group 2 attends Wednesdays and Thursdays. (During the 1991-92 school year, the program will be offered Tuesday through Friday rather than Monday through Thursday because attendance is typically quite low on Mondays.) Within each group, classes are divided by literacy level: low-level readers (0-4th grade) and readers at the 5th grade level and above. Both groups have two hours of ABE classes each morning. In addition, there is one hour of sewing and one hour of typing practice per week. Thus, the total amount of adult education is 6 hours per week for each group.

Adult education classes are provided in two locations: pre-GED and GED at the Eureka Center and literacy at the Birmingham Adult Education Center. Adults in the literacy class board a school bus at Eureka for the 30 minute ride to the Adult Education Center, where they use a PALS computer lab.

Eureka Center. GED classes are held in a large room furnished with tables and chairs; a teacher's desk; bookcases with adult education materials and workbooks; seven to eight sewing machines; six to eight electric typewriters; and two Apple Macintosh computers with a printer. The sewing machines, when closed, serve as additional tables. Currently, one end of the room is used for storage, but a Parents Library will be assembled here in the future.

Adult Education Center. Literacy classes are held at the Adult Basic Education Center, a city wide center with a complete range of ABE services. The building is used for day, night, and Saturday classes and houses classrooms and counseling offices. Eleven full-time adult education teachers and about 75 of the city's 150-200 literacy volunteers work here. However, when Even Start parents attend, it is a dedicated site for their use only.

The PALS lab has eight computer stations which enable 16 adults to work at one time. Other programs at the Center, which Even Start parents can attend, include the BLADE Program (Basic Literacy for Adult Development); the Time to Read Program; and a state employment collaboration, called Job Shop, funded by JTPA.

### Curriculum and Instructional Methods

Eureka Center. The classes at Eureka are taught in English (there is no need at present for ESL) and are based on student's individual needs, with a combination of GED and functional life skills.

There are GED and pre-GED materials (from Contemporary, Steck-Vaughn, Globe and Cambridge) as well as realia (e.g., dictionaries, telephone books, newspapers). Resume writing, which was requested by parents, and writing in personal journals also are curriculum components. Some curriculum topics selected by parents have included employability skills (e.g., dress for success, ideas about personal hygiene, and how to prepare for work), life insurance, and taxes.

Teaching methods include a combination of class and individual work. Group activities include reviewing materials together, asking questions, and having a feedback session. The teacher provides individualized help to those who need it.

Adult Education Center. The primary curriculum is the IBM PALS computerized instruction designed to teach computer and literacy skills concurrently to low-level readers. PALS is a 100-hour program that the adults in Birmingham started using during the 1989-90 school year. The curriculum can be used with students who read at or below the 5th grade level; students can repeat the course if they wish.

Instructional methods include group discussion and collaborative work, and emphasize writing. Groups of adults listen to a story, then write about it, utilizing the whole word/language experience method. The teacher reviews and discusses work individually, urging students to send their pieces to PEN PALS, a newspaper for new readers (several have been published). Computers also are used by students for writing original pieces such as poems and stories.

## PARENT EDUCATION SERVICES

### Frequency and Location of Services

Parent education takes place both at the center and through home visits. At the Eureka center, the parenting classes take place in the adult education room for one hour per week. Twice a year, Even Start parents attend city wide parent education meetings offered through the district.

Home visits are scheduled once a week for one hour and are conducted even if the parent has not attended the center, to encourage them to come. Each home visitor goes to three or four homes a day, seeing about 10-12 families a week.

## Curriculum and Instructional Methods

Parenting Classes. The center-based parent education curriculum uses materials from the Bowdoin method that help parents learn how to deal with their children (e.g., "words that win with children," using "inside voice," and alternate forms of discipline). They also borrow some from the STEP (Systematic Training for Effective Parenting) materials, Active Parenting, and Megaskills. Staff try to convey that all parents need help with parenting skills and that being a good parent does not depend on the amount of money you have.

The parenting classes are group sessions for about 10 parents. Because staff feel that smaller groups are better, half of the parents in a class have parenting while the other half have sewing. The exception is when there is a guest speaker, and then the whole class attends together.

The project does a "needs assessment" with parents to find out what topics are of interest to them. In this way, the program tries to address issues that the parents face, such as drugs, gang violence and teenage pregnancy. Field trips also are part of the curriculum for parents. For example, one trip was to the city jail, at parents' request, to view the facility and visit Death Row. Another trip was to the library.

Home Visits. The curriculum used in the home visits is a combination of Portage Project and Head Start materials, with adaptations made by the Even Start staff to fit the needs of the families. The purpose of the home visits is to teach parents ways of interacting appropriately with their children and to give parents a repertoire of activities to do at home that will help prepare their children for school.

The home visit curriculum also is influenced by the fact that the home visitors are completing requirements for the Child Development Associates (CDA) certificates. The CDA curriculum has 13 areas, some related to child development and some related to professional development. These include: cognitive development; physical development; safety; health; social development; learning environments; self-awareness; professionalism; program management; creativity; communication; families; and guidance. One of the project facilitators develops the monthly curriculum designed around these themes and then trains the home visitors in its use. For example, a parent-child activity, such as making a toy, would involve the functional areas of creativity (constructing the toy), communication (modeling and giving directions to the child), social skills (engaging child and parent in discussion), and use of fine motor skills (using scissors, paste, crayons).

Each home visitor has a written lesson plan designed specifically for a family and for the age of the target child. There may be two or three children at home when the home visitor arrives and they are included in the lesson with a developmentally appropriate task. However, the home visitors focus on the oldest child not yet in kindergarten, in hopes that the parent's skills will transfer to other younger children.

Parents are given two sets of written rules to agree to and sign--one copy remains with the family and the other is filed at the office--which clarify the responsibility of the program and also the parent's responsibilities in the program. For each home visit, the family has the responsibility of clearing a space in the living room either on a table or on the floor, turning off the TV, and keeping interruptions to a minimum.

The home visitor's role is to model parent-child activities, provide adult literacy instruction, and help parents with the homework assigned in their ABE classes. The home visitors bring all necessary materials and lesson plans into the homes (e.g., basic materials like blocks, paint, glue, paper, paint and crayons). They also leave materials or lend books and games from the lending library at Eureka. Home visits generally include the following components: (1) a review of the previous week's activities; (2) introduction of the activities for the current week including the functional areas to be taught, their purpose and the necessary materials; (3) a preview of the plan for the next week including what materials will be provided by the parent and the home visitor; and (4) a segment in which the parent and the home visitor evaluate the session.

In addition to individual home visits, there is a monthly "group home visit" or parent meeting in the community center at one of the housing projects. There may be as many as 25 parents and 30 or more children at these events, which last 1 1/2 hours. Sometimes, they offer information exchanges about resources or planning field trips. Other times, parents read selections aloud. Parents, with staff assistance, take charge of these meetings. Staff commented that these group home visits are successful because they take place close to families' homes, allow parents to fraternize with their peers, and create a social gathering.

## EARLY CHILDHOOD EDUCATION SERVICES

### Frequency and Location of Services

The four classrooms for children are based on their age: infants (0 to 12 months), mobile infants (12-24 months), mobile infants/toddlers (2-3 years old), and preschool (3-4 years old). Activities for infants are considered to be support services necessary for parents to attend ABE classes. For children ages five to seven, staff collaborate with elementary school teachers.

All of the rooms are colorfully decorated with materials posted on bulletin boards around the perimeter of the room and individual activity areas (e.g., housekeeping, book corner) spread out within the room. The infant room has a clothes cupboard for extra clothes and a washer/dryer.

When the program first started, the district ECE coordinator selected the materials for the classrooms, based on books describing good preschool classrooms and day care regulations, to encourage hands-on experiences and experiential learning for children. References such as Decker and Decker, "Planning the Early Childhood Classroom" and the recommendations from the ACEI (Association for Childhood Education International) were used to select materials, particularly the materials for infants and toddlers. A consultant from the University of Alabama at Birmingham also gave advice about designing environments for young children.

## Home Visit Vignette

The home visit to Corrinne and her four-year-old son Eric takes place in their apartment at the Loveman Housing Project, a group of brick two-story buildings. The mother had prepared space in the livingroom, cleared off the coffee table and turned off the large TV, according to the rules for home visits. The home visitor spreads a large plastic mat on the floor, and works on it and the coffee table during the lesson, using materials she has brought in a large basket and several boxes.

The first activity is to review colors and shapes with the mother, who then labels the paper circle, square, triangle, and parallelogram for her son. The home visitor introduces colors again in leaf shapes and asks Eric to recite the colors to her and his mother. Then, Eric names colors again, using blocks this time. The home visitor asks the mother to "draw a circle with Eric watching and then ask him to make one," explaining the importance of colors and shapes, saying "Eric will do more of this in school."

Next, naming farm animals and their sounds is the task. The home visitor plays a record and sings along, teaching the song to Eric and his mother, as she points out the animals in a large book that accompanies the record. The home visitor then brings out a pair of puppets made from yellow socks. (Yellow is the next color to be learned.) The puppets are given to Eric and his mother to keep, with the information that they "are easy to make, fun, and don't cost a lot of money!". The home visitor reminds the mother and child of something they had made out of milk cartons, and reiterates that "children don't have to have fancy toys."

After working with the mother and child together, the home visitor gives the child a viewmaster and some blocks to play with while she works with the mother on math homework from her GED class.

The last part of the home visit is reserved for "book reading time." The mother, who loves to read aloud and volunteers to does so at parent meetings, sits on the floor with her son, props the book against a chair and reads a Big Book about "monsters" to her son.

At the end of the visit, the home visitor tells the mother about coming events at the center, as Eric scribbles on a magic slate. Then, she asks the mother how she thinks the home visit went, encouraging the mother to evaluate the session along with the home visitor. As she gets up to leave, the home visitor reminds the mother to review with Eric colors and shapes and to talk to him while she cooks, telling him what she is doing.

## Curriculum and Instructional Methods

The teachers use the Early LAP assessment for children up to 36 months of age to individualize the curriculum. The ECE teachers fill out the forms on each child and share the results with the home visitors. One of the facilitators talks to parents about their children's performance.

Parents volunteer once/month in the early childhood classrooms, working with children other than their own. Twice a year, there are parent-teacher conferences.

Infants. The teacher described the morning as starting "on the floor" with the infants. Other activities include reading to the children (where children point to the pictures), singing along with records, doing exercises with the children or letting them move/crawl on the floor, and a 15-20 minute nap. There can be a maximum of nine infants in the room, but if there are more than 3-5 babies, there is an additional adult in the room. Staff take the infants on "strolls through the neighborhood" to give them some experiences out of the classroom.

Mobile Infants. Activities in this classroom include singing and dancing to music, floor play with balls, and reading stories. The class has seven to eight children.

Toddlers. In this classroom, the day starts with whole group activities such as singing songs, finger plays and morning exercises. Children then have free choice to play with puzzles, blocks, manipulatives, or do art work. There is a maximum of eight children in the classroom, with an average of five to six children attending daily. There is an aquarium and a pet turtle in the room, and all of the children are assigned chores to do in the classroom.

Preschool. The activities are based on kindergarten curriculum so that the children will be ready for school. In group time, the teacher works with a calendar to teach children the days of the week and months of the year, counts days to introduce numbers up to 15, asks the children to construct sentences about the weather, and has a news session where children report what has happened to them and the teacher records it. During group time, the teacher also reads a short story from a "Big Book," reading the same books repeatedly so that children can begin to read along. She also goes over the classroom rules every day.

After group time, the children have play time where they choose play centers (e.g., manipulatives, house, kitchen, sand). The teacher announces how many children can be in each center and the children tell her where they want to go. The teacher puts on music during play time, and children know that when the music is turned off, it is time to clean up. After play centers, the children gather together again and the teacher reads another book. She may ask the children to recall stories in the correct sequence. Other activities include outdoor play, quiet time, and group play time. Before lunch, the children gather and review the morning's activities and the teacher reads another book before lunch (she tries to read three books a day).

There are themes for each month. Last month, the theme was "I love reading." This month the theme is community helpers. As part of this, a postman visited the classroom. The preschool classroom also has gone on a number of field trips such as to the zoo, to a farm, to children's theater and to plays at the civic center.

## RETENTION STRATEGIES

Staff encourage parents to attend program activities by telling them what they have missed when they don't come or what is coming up that they won't want to miss. It is hardest to maintain attendance during the summer. Last summer, staff gave parents prizes for attendance, such as a fan or books.

Parents also run a lending library of toys and books, which is open during a 30-minute break between the GED and parenting classes. Parents are responsible for keeping the materials clean, for checking out tape recorders, and watching the condition of the materials. Staff report that in the beginning, parents were careless with the materials, but, over time, they have taken on this responsibility and it has given them a sense of power.

## STAFF

The Even Start project director divides her time between this program and her other responsibilities as director of federal programs. Other administrative support is provided by the district's directors of community education (adult education), early childhood education, and parent education.

Day-to-day program operations are handled by two full-time facilitators. One of the facilitators works primarily with the home visitors, the other supervises the early childhood classroom teachers. The four administrators meet every other week with the evaluator and the program facilitators to discuss the program and any problems.

### Adult Education

The ABE classes at the Eureka Center are taught by a part-time ABE/GED teacher who is a professional ABE teacher in the school system. Classes at the ABE center are taught by a professional ABE teacher working part-time with Even Start and running the PALS Lab full-time. Two vocational education teachers from the district work four hours a week teaching sewing and typing at the Eureka Center.

### Parent Education

Parent classes are led either by one of the facilitators, the coordinator of parent education, or by outside speakers from the district or other agencies.

Home visits are provided by four paraprofessional women who work full-time for Even Start and have extensive experience (from seven to 15 years) in early childhood classrooms. Three have been parent volunteers in the school district's parent education program; the other was an instructional aide in a kindergarten class. There has been very little staff turnover--only one home visitor has left since the beginning of the program.

### Early Childhood Education

The early childhood education staff consists of four paraprofessional classroom teachers. All have at least a high school diploma; one has a bachelor's degree. Prior experience includes operating a family day care home, working as a Chapter 1 aide in an elementary classroom, and working as a classroom aide with special needs infants.

One morning a week, each home visitor stays in the center and works with the children of the families she visits. In addition, if home visits are canceled, the home visitors either recruit families or come back to the center and help in the classrooms. In this way, the home visitors serve as additional staff in the classroom.

### Training

Every Friday, staff meet to plan activities and discuss classroom issues and problems. Center-based and home-based teachers sometimes meet together, but more often meet separately to work on their own curriculum materials.

CDA training takes place every other Friday. All of the paraprofessionals (home visitors and early childhood aides) are working on their CDA credential, which includes collecting a portfolio and being observed in the classroom by an outside observer. The project's goal is to have all paraprofessional staff attain the CDA certificate.

At the start of the school year, there is a full week of staff development that includes information about community resources. Other inservice training has included a session provided by the housing authority police about safety which was offered to all district staff involved in visiting families (e.g., visiting nurses, Even Start home visitors) and CPR training. The early childhood teachers have gone to workshops provided by Head Start and a state conference on infant growth and development.

## CONCLUSIONS

### Impact on Families

Teachers report several changes in the children since the start of the year. Many children who cried all the time in their classrooms are now much more comfortable. In addition, staff report that the children talk a lot more and are cleaner now than when they first came to the program.

Teachers also see many changes in the parents. They feel that the program builds esteem in adults. Staff also report that parents are cleaner and better groomed, that parent-child communication has improved, and that parents are more positive with their children.

## Aspects Most Important for Program's Success

Administrative staff commented that the team work and expertise of staff are important elements of the program's success. Staff concern for families also is important and staff continually tell families "I'm so glad you came to school today." As one staff member stated, "parents see the staff loving their children." As another person commented, staff have to be able "to focus on the individual and want to help the person and be able to overlook the lack of money and conditions of the home."

District staff believe that going out into the housing projects is very important because many parents are not willing to leave the projects. The fact that staff will go to the parents sends the message "I believe in you." Even Start staff have high expectations for parents and parents can sense that.

Another element of the program's success is that parents have to be involved in Even Start--parents have to come if they want their children to attend. Food also is important, particularly providing two meals a day. One staff member reported overhearing parents saying "You better eat now," implying that the children might not get another meal.

A number of administrative staff commented on the value of paraprofessional staff. One person indicated that employing paraprofessional staff helps build mutual respect among staff and families. Others pointed to the research that shows that paraprofessionals relate better to parents, are less intimidating to families, and are cost-effective for the program. However, administrators realize that employing paraprofessional requires more inservice training.

## Challenges

Staff at the Eureka Center commented that space is a problem. They would like more bathroom facilities, space for the home visitors to have offices, a teachers' lounge and a larger lunchroom.

District staff identified a barrier imposed by the legislation: that there are caps to the federal funds allocated to each state. The additional money added to the federal program each year is given to new projects rather than added to existing projects to enable expansion. Also, the award process gives more points to projects that serve a high percentage of the eligible population. This formula works against large, urban area such as Birmingham.

Adult educators voiced concern about the emphasis on the GED. Staff feel that the program needs to develop some way to provide parents "a shorter road to success" in terms of their own personal development. To date, there has been one graduate from the GED program and three students are enrolled in a community college. However, many adults come in with much lower skills. If parents read at a sixth grade level, the GED is a long way off. Staff commented that, with two days a week in classes, the GED is almost unattainable for such parents. Parents can see growth in their children, and they need to be able to see it in themselves.

# PHOENIX, ARIZONA

## OVERVIEW OF THE PROGRAM

The Even Start project in Phoenix is called Project IMPACT: Involving and Motivating Parents and Children Together. Program activities revolve around preschool classes for children ages three and four that are held in portable classrooms on the campus of the Butler Elementary School. Parents volunteer in their child's classes at least twice a month; attend parent workshops at least twice a month; and participate in "Read-to-Me" sessions once a month. The program can accommodate 70 children in the preschool classrooms.

ESL and GED classes are provided in the evenings by the Rio Salado Community College, with Even Start staff providing child care. For adults who are reluctant to go to classes or not ready for GED instruction, there is one-to-one literacy tutoring available through the local chapter of the Literacy Volunteers of America.

Home visits are conducted by the early childhood education teachers and aides once a month for families of four-year-olds and once a week for families of three-year-olds. During the home visits, the aides work with all children in the family who are home at the time. In addition, parents can bring all children in the family to the parent workshops and GED/ESL classes, where child care is available.

Families eligible for the program live in the catchment area of two elementary schools in the district. As part of the recruitment process, staff make home visits to all interested families and complete the "Home Screening Questionnaire," an instrument used in the district's special education program. Even Start staff have added two open-ended questions that give parents an opportunity to describe their family while providing information about their literacy skills. Based on the results of the screening instrument, the project selects the neediest families for the program.

The Even Start participants are primarily (90 percent) Hispanics from Mexico who are unemployed and highly transient. Seventy percent of the Even Start families are non-English speaking and 50 percent are single parents. Most of the adults have not completed the sixth grade, and few are ready for GED classes.

## CONTEXT FOR EVEN START

The Even Start project is operated by the Isaac School District #5, the fifth school district formed in the state and one of 92 school districts in the city of Phoenix and the surrounding valley. The district has 6,000 students in five elementary schools and a junior high school (it is an elementary district and does not have a high school). The district is on the outskirts of the inner city of Phoenix and has a student population that is 80 percent minority.

There are very few options for preschool in the district, and it is estimated that 98 percent of children enter kindergarten without any preschool experience. However, the state has mandated public preschool starting in the 1991-92 school year, and the district is preparing for this by renovating a building that will house Even Start, preschool and grades K-3.

ABE classes are offered in a variety of locations in the area. However, child care is not offered at any of these sites.

## ADULT BASIC EDUCATION SERVICES

The Adult Basic Education Services consist of a combination of ABE/GED classes, ESL classes, and a literacy volunteer program. ABE classes are offered year round, including summers, with child care provided. Parents may continue in the tutoring program during the summer, depending on their tutor's availability.

### Frequency and Location of Services

ABE Classes. During the first program year, the ABE/GED and ESL classes for Even Start parents were offered by Friendly House, a local community agency. Since December 1990, these classes have been offered by the Rio Salado Community College. The project made this switch because Friendly House only has a one-year segment of classes so that if parents returned for a second year, they were essentially starting all over again, and, as a result, a number of Even Start adults dropped out at the start of the second year. However, some Even Start parents have elected to stay in classes at Friendly House because they offer Amnesty Program, where adults need to complete 60 hours of education as part of a year-long process to get US citizenship.

The Rio Salado Community College does not have a campus, but rather offers classes in various locations throughout Phoenix and the surrounding valley. The classes for Even Start adults are held at the Butler School on Monday and Wednesday evenings from 6 to 8 p.m. The ABE/GED class is held in the school library and the ESL classes meet in the school cafeteria. As of the spring of 1990, the ESL and advanced ESL classes had a total of 23 students, while the ABE/GED class (approximately 80 percent ABE, 20 percent GED) had 12 students.

Child care is provided at the Butler School in the evenings from 6:00 p.m. - 8:30 p.m. during the adult education classes. The aides in the Even Start program or other part-time staff provide this care. When the ABE/ESL classes are over at 8:00 p.m., the parents join the children and aides for a half hour of storytelling or songs.

Transportation is not provided to Butler school in the evenings for ABE classes. Staff report that the adults who come at night either have a car or live close enough to walk there.

Literacy Volunteers. The literacy volunteer option, which started in September 1990, is provided by the Literacy Volunteers of America (LVA) of Maricopa County, Phoenix. The LVA tutors work one-to-one with parents, usually meet twice a week and typically spend about 1 1/2 hours each session. LVA asks tutors to work with students at least 6-9 months.

Twelve Even Start parents work with LVA tutors rather than attend ESL or ABE classes. The location of the tutoring session depends on the student and the tutor. They can meet at the Butler school, in the students' homes, at local libraries, and other places. Often students will meet with their tutors while the children are in preschool. Staff commented that the majority of parents are more comfortable meeting at the school than at home.

### Curriculum and Instructional Methods

ABE Classes. The structure of the classes is left up to the individual teachers. There is a set of competencies identified in the teacher's handbook from the community college that guide instruction. The ABE/GED classes are noncredit courses; if students want to work toward a degree, they have to pay tuition to the community college.

Students are not categorized as ABE or GED students because staff believe it is important that all of the adults in the class feel that they are working toward their GED. Adults are given reading and math tests initially, and if they score at the tenth or eleventh grade, they are given the GED predictor test. If they score at a lower level, they are given basic education books and pre-GED contemporary books.

ESL Classes. The ESL classes are divided into two levels. The beginning class is for monolingual Spanish speakers who want to learn survival English, and there is little emphasis on the alphabet. Every other week, they start the class with a song, which the teacher has written out on the blackboard, as a way to motivate students and encourage their curiosity about the English language.

The intermediate class is geared toward those who speak some English and want to improve their vocabulary, concentrating mostly on reading and writing. The intermediate ESL class works on grammar, writing paragraphs, and critical reading skills. Some of the books used include elementary grammar books as well as Steck-Vaughn's "Real Life English" and "Contemporary Reading and Thinking in the Content Areas", by Martha Barnes.

The ESL students are given oral assessments to determine whether they will be placed in the beginning or intermediate ESL class. Individual student folders are maintained to chart progress.

Literacy Volunteers of America. LVA tutors work with Even Start adults who read below the fifth grade level and do not want to be in a group learning situation. The tutoring is described by the LVA director as a way to get adults ready to go into ESL or ABE classes.

The literacy volunteers decide together with their students what the content of their sessions will be. For example, one tutor used a driver's education book because the parent wanted to get her driver's license. Tutors have access to all the materials in the LVA resource center that has high-interest, low-level books, adult materials, and ESL workbooks. Tutors try to build parent's sight vocabulary, knowledge of word patterns, and language recognition. For example, a student might tell the tutor a story, which the tutor writes down and then teaches the adult to read.

### An ESL Class at Butler Elementary

Twelve students sit around long tables in the elementary school cafeteria. There is a mix of male and female students, including one young married couple; most of the students are young and all are Hispanic (this is the only ESL class run by the community college where all students speak the same native language). The teacher, an aide in the Even Start preschool classroom during the day, is using the "New Oxford Picture Dictionary." Each student has a copy of the page labeling the exterior of a single-family house and yard.

The teacher writes the English words on the blackboard and points to the picture; occasionally, she further describes the word in Spanish. When all of the words have been written down, she reviews them and has the students point to the appropriate picture. Then she asks the students to get up from their seats and form two teams to play a version of "Pictionary", where one team member has to draw the part of the house and the other members have to name the word in English without looking at the page. The learning experience is very lively--there was much giggling as students try to remember the word in English or to draw a representation of the word on the blackboard.

## PARENT EDUCATION ACTIVITIES

### Frequency and Location of Services

The program offers both home visits as well as center-based activities from September through June. Parent education activities include:

Home visits: An early childhood education (ECE) teacher and aide conduct home visits once a week for parents of three-year-olds and once a month for parents of four-year-olds.

Parenting workshops: Three-hour workshops are held several times a week. Three or four topics are offered, with each topic repeated several times during the month. Parents are required to attend two workshops per month.

Read-To-Me sessions: One-hour meetings for parents and children are held every Tuesday. Parents are required to attend at least one session per month.

Parent helper: Parents sign up to volunteer in their child's classrooms two mornings a month. While in the classroom, parents are "helpers," working with small groups of children on specific activities.

Parent library: There is a small lending library of children's books (some also have tapes accompanying them) in one of the Even Start classrooms at the Butler site.

Parents are required to attend five workshops or parenting sessions at Even Start each month (i.e., two parenting workshops, one "Read-to-Me" session, and two mornings as classroom volunteers). On the wall of each classroom is a large program calendar where parents sign up for their monthly activities. In addition, during home visits, parents select activities and complete their personal monthly calendar with staff.

## Curriculum and Instructional Methods

Home visits. An ECE classroom aide and teacher go together to each home visit, for safety reasons as well as to have the aide available to occupy the children while the teacher talks to the mother. One goal of the home visit is to work with the mother to choose her upcoming activities and complete the monthly Even Start activity calendar. In addition, the staff reviews any needs that the family might have, often prompting discussion of the mother's personal problems. The home visits are seen as a way for staff to get to know the whole family and to understand the family's situation.

For each home visit, there is a concept planned, such as making children's toys using household items. For example, one month they showed mothers how to make puzzles out of cereal boxes. At each home visit, staff bring something that they leave for the families, such as magazines that the mother can use with the child to find and cut out pictures on a theme. Staff commented that they always bring something, "even if it is just blank paper." At the start of the year, each target child was given a Rubbermaid storage box to have a place to keep these supplies.

Parenting Workshops. The workshops are conducted by Even Start staff or occasionally an outside speaker (e.g., a school psychologist or the director of a home for battered women). Workshop topics are repeated during the month so that parents can choose the one that best fits their schedule. Topics have included self-esteem, stress management, child abuse, domestic violence, parent-child communication, spouse abuse, how to take a local bus, and making children's toys. For example, in April, a workshop entitled "More Games to Play" was offered three times, where parents learned to make games to bring home to their children. Other topics have included self-esteem, stress management, child abuse, domestic violence, parent-child communication, spouse abuse, how to take a local bus, and making children's toys.

Even Start staff ask parents about the type of workshops to offer in order to base the topics on the needs of the parents. For example, one of the ECE teachers recognized that one child had impetigo and encouraged the mother, who had never been to a hospital, to take the child to the emergency room. The teacher gave the mother notes on how to get to the hospital on the bus. After the incident, the mother told her story to the rest of the group, proud that she

### A "Read-to-Me" Session

The "Read-to-Me" session, led by two ECE teachers, is attended by about 15 mothers and 20 children. The mothers and their children sit together around tables in the preschool classroom. Younger siblings are in the next room with three classroom aides. The theme is "peek-a-boo" books (i.e., books where someone or something is hiding either literally under a flap in the book or somewhere in the picture). The teachers read three books to the group, going page by page and asking questions along the way, encouraging children to get involved (and they do--shouting out answers, telling where objects were hiding). The session is a mixture of English and Spanish.

After the stories are read, the parents and children make their own peek-a-boo books to take home. Parents have the choice of making a book with English or Spanish text. The teachers explain to the parents how to make the book, pass out all the materials that they need, and encourage the parents to let it be a joint activity with their children. The materials include paper printed with a sentence identifying a hidden object, "flip-up" pieces of paper that the teachers and project director made with a die-cut machine, and stickers of the objects named on the page. The goal of the session is to have the parents read the text to the child and have the child select the sticker that matches the text.

When all of the pages are complete, the mothers use yarn to bind the pages into a book. This turns out to be a difficult task for some mothers, and there is a lot of discussion and help rendered by mothers at the same table. The teachers also circle around to help. The session lasted about an hour, with parents and children taking their new book home.

was able to accomplish this task and encouraging others to do so. This led to a parent workshop on how to take the bus.

Some of the workshops are conducted in Spanish because a high percentage of parents are monolingual in Spanish, other workshops are conducted in English and Spanish to encourage parents to learn English. Every other Friday there is an "ice cream social" to which the whole family is invited.

Read-To-Me session. Sessions are held every Tuesday, using books with a particular theme each month. Parents choose which one they attend and come with their preschooler and other children to the sessions as well. The sessions are a mixture of reading and activities for the parents and children together.

Parent Helper (Classroom Aide). Parents are required to volunteer as a classroom aide twice a month, so that, ideally, each classroom has several parents each day to help with the daily activities. One way that parents get involved is to sit with three to four children at round tables and supervise small-group activities.

## EARLY CHILDHOOD EDUCATION SERVICES

The maximum number of children enrolled is 70, which includes 30 four-year-olds (two classes of 15 children each) and 40 three-year-olds (two classes of 20 children each). There is a waiting list for the four-year-old classroom, which has remained filled to capacity. Families are highly mobile and often return to Mexico during the school year, and the project takes children into the program from a waiting list.

Children eat breakfast together in the cafeteria at the start of their day. Lunch also is provided by the elementary school staff, although children eat in the classroom because the school cafeteria is too crowded. A child is designated as a lunch helper each day.

Transportation is provided via a school bus. The classroom aides ride the bus with the children to protect the district from any liability. Aides go to the door and get each child because the children are too young to wait at street corners.

### Frequency and Location of Services

There are two classes of four-year-olds; one class attends Monday through Thursday mornings and the other attends Monday, Tuesday, Wednesday and Friday mornings. Three-year-olds attend one day a week; one class is held on Thursday mornings and the other on Friday mornings. All classes run from 8:30 a.m. to 12:30 p.m.

The preschool activities are held in a portable unit that has two classrooms, children's bathrooms and sinks. The unit sits on the grounds of the Butler Elementary School and is close to all of the school's facilities, including the cafeteria, library, and adult bathrooms. Right outside of the classrooms are two fenced-in playgrounds--one for kindergarten children that Even Start uses for the preschool children during the day and one for older children that is used by Even Start at night when child care is provided for all siblings during ABE classes.

There are a lot of signs and information up in both classrooms in various locations, even in the bathroom, where there are posters describing rules for cleanliness (washing hands, etc.). There are six classroom areas--play house, art, library, blocks, science, and manipulatives--identified by signs that hang from the ceiling directly over the area and have English and Spanish words as well as pictures to describe the activities. Both rooms have fish tanks. The dramatic play area has empty food containers, clothing, and a telephone booth. The reading area has a brightly colored rug with the alphabet and numbers in different colored squares.

The plan was that this location would be temporary for one year until the renovated K-3 building was available. The district had hoped renovations would be completed by the start of the 1990-91 school year, but it appears that the completion date will be delayed until the start of the 1991-92 school year. The new facility will have enough space for two Even Start classrooms for children, a parents' room, and an office for the project director.

**Curriculum and Instructional Methods**

The ECE classrooms are based on the High/Scope curriculum and incorporate the major components of "Plan/Do/Review," where children choose the learning centers in which they want to work. The classroom activities are divided between large group activities and smaller groups where either a parent or a teacher works with a few children on an activity.

Each class has a child chosen to be the "Superstar" for the week. Superstars are acknowledged each day that week, have their picture or something they have made (e.g., a painting) put on the bulletin board, and receive a gift certificate from a local fast food restaurant (which the program gets free from local businesses). Eventually, every child gets a chance to be "Superstar" and staff report that children really look forward to this recognition.

## RETENTION STRATEGIES

The program has several ways in which they try to increase participation and motivate greater attendance. For example, they give recognition certificates to parents for perfect attendance at workshops and to children for attending classes. In addition, certificates are given to parents and children for taking books from the program's lending library. Staff also commented that food and take-home materials, such as the books made in the "Read-to-Me" sessions, are a big plus in getting parents to attend. In addition, having fathers volunteer in the classroom is important, both as role models and as a way to have them identify with the program and allow their wives to come to the center.

For next year, the staff have proposed increasing the number of days that three-year-olds come to the center from one day to three days. Originally, the proposal was written so that the program for three-year-olds would be more home-based, with home visits every other week and only one day a week at the center. However, staff have found that it is harder to keep the classrooms for three-year-olds filled. They suspect that having more child care is attractive to parents and more of an incentive to participate in the program. Thus, staff have revised the program so that there will be two classes of three-year-olds who come three days a week.

There are also special events to encourage all family members to attend and feel a part of the program. One special event is a barbecue to celebrate Mexican independence day (Cinqo de Mayo), which is held at a local park. Last year, a group of fathers provided entertainment by singing.

Another family event was a Saturday outing paid for by the Coors Literacy Foundation. About 220 people attended, including extended families in Even Start and a church preschool. A local puppet theater provided entertainment, local newspaper women showed the adults how to use the newspaper in everyday life (e.g., how to cut coupons) and each family was given a year's subscription to the local paper (worth about $100). In addition, the church gave each family three books.

## STAFF

The project is administered by a full time project director, who works solely on Even Start. Her office is in the district administration building; next year when the project moves into the renovated building she will be on site.

### Adult Education

The staff involved in adult education include: volunteer tutors from LVA, ABE and ESL teachers paid by Rio Salado Community College, a liaison from the community college, the director of LVA, and a master teacher from the community college.

The literacy tutors are all from a church in the northern section of the city, and are mostly young professionals or retired teachers. The tutors receive 20-24 hours of training that stresses cultural diversity and realistic needs of the students. In addition, tutors working with Even Start families receive special training in family literacy and information on the LVA program entitled "Reading to your Child." Eighteen tutors were originally trained, but only twelve are working with Even Start parents.

The three teaching staff conducting the ESL and ABE/GED classes are part time employees of the Rio Salado Community College and certified as ABE teachers by the state department of education. They are paid hourly and most take the job to supplement their income and hold other jobs as well. For example, the beginning ESL instructor works during the day as a teacher's aide in the Even Start ECE classroom, the intermediate ESL instructor works during the day as a teacher's aide in a transitional ESL classroom in the district, and the ABE/GED instructor teaches ESL and GED classes at Phoenix College two nights a week.

The teaching staff are supervised by a master teacher from the community college who travels to the different classroom locations to meet with teachers. He makes visits to each teacher at least monthly. His other responsibilities include providing workshops for teachers and keeping attendance records for the state (to justify enrollment).

### Early Childhood Education

The ECE staff consists of three teachers and six instructional aides. Each classroom has a teacher and two part-time aides who work five hours per day in overlapping shifts.

Two teachers are certified teachers who previously taught kindergarten in the district. The third teacher taught in Head Start for 20 years and has an associate's degree plus the CDA certificate. Two of the three teachers are bilingual.

All of the aides are either native Spanish speakers or have learned Spanish. The aides have to have a high school diploma, and three also have the CDA certificate. Among the current aides, prior experience includes volunteering in Head Start classrooms, substitute teaching in the district, and college credit in education.

### Parent Education

The ECE teachers are responsible for parenting workshops, "Read-To-Me sessions, and home visits in addition to classroom activities. The teachers of the four-year-olds work in the classroom three days a week and do home visits one day per week. The teacher of the three-year-olds teaches on two days and does home visits three days per week.

The aides help the teachers in the classrooms as well as accompany the teachers on home visits. They also provide child care for the children while the parents are in workshops or adult education classes, and help at other Even Start activities.

### Training

The ECE teachers meet with the project director weekly on Monday afternoons. During these meetings, they go over paperwork, plan workshops, and make materials. Occasionally, there is staff development provided by college staff. Since the aides accompany the children home on the buses, they are not as available for these meetings.

At the start of the school year, there is a week-long training that includes a day devoted to conducting home visits. The teachers also attend conferences such as NAEYC and High/Scope training sessions. In fact, one of the ECE teachers is a national trainer for High/Scope who represents the Southwest region of the country. In addition, the staff also can attend three training conferences a year.

## CONCLUSIONS

### Impact on Families

The superintendent reported that the mobility rate among families in the district is about 50 percent, while in Even Start it is only about eight percent. He also indicated that the attitudes of Even Start families have really changed--parents are involved in the PTA and are no longer afraid to go to school. He sees Even Start as a way to impact multiple children at once by reaching their parents.

Staff commented that they see a big difference in the parenting skills and the quality/quantity of reading and talking to children among parents who have continued in the program for the second year. They emphasize that the second year of participation is really important for parents' growth.

### Aspects important for success

The preschool teachers commented that they feel the program provides important connections for families between the home and school. Home visits help achieve this, as does serving the children breakfast.

The superintendent feels that the key components for success are the staff and their commitment as well as the home-based and parenting activities.

The head of the local LVA chapter said that the openness that the school district has to collaboration contributes to the success of the program. She commented that many school districts are reluctant to rely on volunteers, but that she thinks people in education have to realize the potential of volunteers to help schools.

### Challenges

The scheduling of ABE classes still poses a challenge for the project. The ECE aides commented that the present schedule of ABE classes at night has the advantage of keeping parents free to volunteer in their child's classroom during the day, but that it is difficult for some parents to come at night.

Even Start staff noted several factors that could restrict the success of the LVA tutors: most are not bilingual and are from very different cultures (upperclass Anglo) than their students. Some staff commented that they need to get more bilingual tutors.

The ESL teachers said that their greatest challenge is teaching adults who are not literate in Spanish.

The project director commented that they need more staff--that staff are stretched too thin with responsibilities in the classroom, doing home visits, and completing the paperwork required for the national evaluation. She would like more staff planning time and administrative staff to help with the record keeping. Although staff turnover has been minimal (no one left last year and two aides left this year), finding staff to commit to staying at a job that has no benefits has been difficult.

Staff commented that the project needs a social worker, because, depending on the needs of their families, staff may be asked to take on the role of a family worker. Staff report that parents come to them to ask for help filling out forms for school or food stamps. During home visits, parents also want to talk with the Even Start teachers and aides about their personal problems. Staff report that many husbands are abusive, but that the women are reluctant to get help. Since divorce is not acceptable in the Hispanic community, even a woman's family does not encourage her to leave her husband. The Even Start staff are frustrated by the problems that they see but cannot solve. However, they do try to address these issues in home visits and parenting workshops.

# GOLDEN, COLORADO

## OVERVIEW OF THE PROGRAM

The Even Start project is based on a case management approach. Five parent liaisons work with 18-20 families each to help adults participate in ABE classes and enroll children in ECE classes. In addition, the liaisons plan and implement parenting activities during biweekly home visits.

Even Start collaborates with the Jefferson County school district to provide adult education, paying tuition for adults to attend the district's programs. Adults can choose between ESL, GED preparation, and a high school diploma. Most of the adults attend a district high school in order to complete the requirements for a high school diploma. Fewer adults pursue the GED and a small number take ESL classes.

The project includes children across the full Even Start age range from 1 to 7 years of age. Children of preschool age either attend one of the district's Language Development preschools, Head Start, or day care. The parent liaisons help negotiate the placement process for children in their case load. Each preschool generally has only a few Even Start children, although the Head Start program has a large concentration of Even Start children.

As of the spring of 1990, 95 families and 130 children are participating in the project. This includes 23 Even Start children in Language Development Preschools and 9 children in Head Start.

## CONTEXT FOR EVEN START

The program operates in Jefferson County, which is the largest in Colorado. Part of the greater Denver metropolitan area, the county covers 77,000 square miles and has a population of 450,000. The population is primarily white, with small percentages of Hispanics, Hmong and other Asians, and blacks.

The school district has 83 elementary schools and 14 high schools. There are 35 Chapter one schools serving grades K-6. There are 76,235 children in the school district, of which seven percent are Hispanic, two percent are Asian, one percent are black, and less than one percent are American Indian. The proportion of students eligible for free or reduced lunch has been growing--at the poorest school, for example, the percentage has doubled from 25 percent to 50 percent of children receiving free and reduced lunch.

The district offers a range of adult education programs, including GED preparation, alternative high school completion and ESL. Adult basic education and the alternative high school program are offered at McLain High School.

Head Start is available in the district but demand exceeds supply. The district also operates Language Development Preschools, which are open to all children but reserve a specific number of slots for children from low-income families.

## ADULT BASIC EDUCATION SERVICES

### Frequency and Location of Services

ABE classes are held at McLain High School, the adult high school in the district. Classes are offered five days a week in three separate sessions (morning, afternoon, and evening) for two to three hours each. The school operates from late August through mid-June, with a short summer session with a much smaller enrollment. The classrooms are large, and are furnished with tables for students and teachers, bookshelves, computers and some individual desks and chairs. The hallway is decorated with colorful bulletin boards, posters, and photographs of the "students of the month." The building's custodian plants a garden outside the front entrance which creates an inviting exterior.

ESL classes are held at the Wadsworth Elementary School. Most Even Start families attend Monday through Thursday in the mornings, although ESL is also offered on Monday, Tuesday, and Thursday evenings. On Tuesday morning and on Monday evening, reading and writing classes are held to help ease the transition to the adult high school, high school diploma or GED programs. Approximately Even Start adults are taking ESL classes at Wadsworth.

Both the Wadsworth and McLain schools are on major bus routes. Adults also come by car and by car pooling. (ESL staff teach adults how to do car pooling as part of their life skills program.) Occasionally, a teacher will pick up a student and provide transportation to class.

### Curriculum and Instructional Methods

The curriculum is more structured in the adult high school than in the ESL classes because the courses are designed to meet state high school graduation requirements and, as such, are somewhat traditional and academic. The ABE teaching staff plan and design their own curricula, in addition to being involved in planning for the school overall. Students get credit for life experience and the emphasis is on students as adult learners. Colorado is moving toward competency-based adult education and the state is incorporating its competencies into those outlined by CASAS.

The district has a whole language philosophy that permeates both adult education at McLain and ESL instruction. The materials vary from commercially available academic texts and workbooks to stories and literature. Instruction occurs via a variety of methods: whole-class instruction with small classes, peer tutoring, tutoring by volunteers, and computerized instruction. In addition, each content area has labs for practicing concepts and skills discussed in the larger settings. Each student at McLain helps design an individual learning plan. The particular instructional method is generally selected to suit the individual as well as the material.

Parents have input into the adult education curriculum by getting credit for life experiences and writing about their own parenting experiences in writing classes. Also, the use of peer tutoring gives parents the opportunity to talk with each other about what they learn. Another significant avenue for parents' involvement in program design is the choice of the adult education they feel is appropriate for them: ESL, the adult high school, or GED preparation.

## PARENT EDUCATION SERVICES

### Frequency and Location of Services

Parent education occurs in three settings: during the regular language arts classes at McLain, in separate parenting classes at McLain, and during biweekly home visits. In the spring of 1990, one of the parent liaisons also began a four-session "Read-to-Me" class at McLain. Language arts classes meet daily and the parenting classes at McLain High School are offered once or twice a week. Any interested McLain student can attend the parenting classes held there.

Parent-child activities occur primarily during the biweekly home visits conducted by Even Start staff. Ideally, home visits take place every two weeks, on the same day that the child is visited in preschool or school by the parent liaison, so that the visit can build on what has happened in school that day. If parents cancel, the liaisons try to reschedule for the same week or the next week.

### Curriculum and Instructional Methods

The curriculum for the "Read-to-Me" classes is based upon Patricia Edwards' principles of reading to children which emphasizes the value of parent-child time around a structured reading event. Edwards also suggests that parents be videotaped reading to a child so they can learn new strategies and tactics for helping children learn to read in order to create an activity that both parents and children enjoy.

Much of the content of the home visits focuses on educational concerns. However, when life events demand immediate attention, the parent liaisons deal with those stresses first before moving onto educational matters. The parent liaisons also try to use Patricia Edward's principles when doing home visits. They videotape occasionally, although not until parents are comfortable being filmed. For some families, there is no videotaping at all.

The materials used in home visits include toys, books, cassette tapes, stuffed animals, play dough, puppets, and any household items that can be used educationally with children. The parent liaisons share books and other materials they have created. (Each parent liaison's car is full of materials she/he uses in the home visits.) They also try to integrate reading and writing into anything--from cooking to shopping to going on an outing.

### A Home Visit

The home visit is with Denise, who is a single parent, and her four-year-old daughter Kanaesa. They have been in the program for a year. Denise started out at a third grade reading level and is now reading at about the ninth grade level. She attends four hours of classes a day at McLain High School while her daughter is in Head Start.

The focus of this home visit in on reading. The liaison had made a magnetic fishing pole and fish with letters and numbers on them that are caught when the magnet hits the paper clip. To start, the liaison asks Kanaesa to fish for specific letters and numbers. Both the parent liaison and the mother help Kanaesa identify the letters and numbers and name words that start with each letter.

After this activity, the mother reads a story about teeth because the daughter is about to lose a tooth. Each line that the mother reads, the daughter repeats. The mother also asks her daughter questions about things in the story or in the pictures. Next, the liaison read a story about a cat to the little girl.

At the end of the visit, the mother gives the liaison the books and a toy that she has used during the previous week. In addition, she returns the journal called "Spot" that is shared among families--Kanaesa had drawn a picture of herself and Spot in the journal and her mother has written three paragraphs about how the daughter and Spot had gone to the hospital because the mother was sick and how Spot helped the daughter not be afraid in the hospital. In exchange, the liaison leaves a "Big Book" and the bucket with the letters and numbers with the family.

Most home visits last an hour and include several components: the parent liaison brings something to teach the child (and models it for the mother), the parent reads to the child (and the child had some interaction with both the liaison and her parent), and one set of books and toys are left while one is retrieved. The exact materials also are individualized the experiences of the family. The liaisons try to do more modeling of activities than any presentations or "lectures" because they don't want to jeopardize the trusting relationships they have established with their families. Parents request that certain topics be covered (e.g., nutrition, discipline), but typically it takes parents some time to get to know their liaison before they feel comfortable asking the liaisons to discuss topics.

The curriculum of the parenting classes includes STEP materials (Systematic Training for Effective Parenting) and existing district resources such as books, cassettes, and staff expertise. The topics are initiated both by the parent liaisons and the parents themselves. During home visits the topics and approach are individualized to the parent, while in parenting classes there is more group discussion facilitated by either a language arts teacher or a parent liaison.

Parents are asked to evaluate the liaisons and to evaluate the Read-to-Me class. The liaisons also commented that they have learned to be flexible about the level of parental involvement because it varies for different parents.

## EARLY CHILDHOOD EDUCATION SERVICES

### Frequency and Location of Services

The Language Development Preschools are housed in elementary schools in the district. Both the preschools and Head Start operate five days a week. Most Even Start children attend from 8:00 a.m. to 1:45 p.m.

### Curriculum and Instructional Methods

The articulated philosophy is learning through play and exploration. The district's whole-language approach is visibly in evidence as signs, labels, books, and writing utensils are displayed around the classrooms. The classrooms have an abundance of resources, including books, paper, and manipulatives. There are clearly marked areas, such as housekeeping, large building blocks, drama, kitchen, art, sand, and story corner, that are easily accessible to children.

The child-staff ratio is about 5:1. An adult is always situated at the art table where there are scissors. The other areas, while monitored, are not always staffed by an adult.

## RETENTION STRATEGIES

The project coordinator has written a personal letter to each of the families encouraging them to participate more actively. The parent liaisons monitor the progress of the families in their caseload. In addition, one of the parent liaisons is trying to establish support groups among the parents to help them stay with the program.

## STAFF

The Even Start staff consist of a project director, a project coordinator/manager and five parent liaisons.

### An Early Childhood Classroom

Children in one classroom are working in small groups on activities involving the theme of animals and zoos. The specific animal for the day is the elephant. For example, children in one group are making elephant puppets, two children are listening to the story of "Dumbo," another group of children is looking at pictures of elephants, and three children are waiting to be served elephant-shaped pancakes. A few children are at what is usually the water/sand area where the sink has been turned into a jungle with animals hidden in the "Easter grass" and drinking or washing in the water area. At some point over the next two weeks, the children will go on a field trip to a zoo.

In another classroom, the activity centers around a box that is large enough to fit five to seven children. The children had decided they wanted to make the box into a boat, and over a number of days they cut portholes, made life preservers, painted a sail that hung above it, and painted the whole structure. Now they are sitting in the boat and inventing stories about their adventures.

The project director, who also is the district Chapter 1 Coordinator, spends 12.5 percent of her time on Even Start. She is the final decision maker rather than the day-to-day manager, meets regularly with the program coordinator, and helps to facilitate other agencies' cooperation with Even Start.

The project coordinator handles the day-to-day operation of the program. She works full time on Even Start and has an office next door to the parent liaisons office in the Chapter 1 resource center.

**Adult Education Staff**

ABE instruction is provided by district staff who are state-certified teachers in academic specialty areas such as reading, math, or science. There are four full time and many part time teachers. They are augmented by a core of some 30 volunteers who work one-on-one with students.

**Parent Education Staff**

The staff for parenting education and parent-child activities consists primarily of the parent liaisons. The parent liaison who teaches the "Read-to-Me" sessions is the only certified teacher. The other four liaisons have diverse backgrounds: two are former Head Start aides; one has extensive experience in community and family mental health counseling; and the other, who works primarily with Hmong families, has an educational background in Asian studies.

In addition to the liaisons, the adult education teachers at Mclain also teach some parenting classes.

### Early Childhood Education Staff

The staff at the Language Development preschools are all certified early education teachers employed by the district, some of whom have master's degrees. The parent liaisons visit the classrooms in which their children are students--typically on the day of a scheduled home visit so the liaisons know what the children are doing.

### Training

The five parent liaisons have had quite intensive inservice and staff development. The project coordinator hired the staff and then for approximately six weeks, she and the parent liaisons worked together in developing materials, learning, and training for the job before they began to recruit any families. Current inservice and staff development is often coordinated with the district's Head Start or Chapter 1 staff.

The ABE volunteers all are trained--they go through an orientation, periodic inservice, and observation--and are welcome to attend all state and metropolitan workshops. McLain staff meetings are attended by either the Even Start project coordinator or director. The parent liaisons--and sometimes parents--come to help with the registration that takes place every 8 weeks.

Although curriculum content is separate, the various staff groups work to make sure that there are not scheduling conflicts. For example, the district added some time onto the Language Development Preschool session so that parents could make it to and from the adult high school. The groups meet periodically and informally and are represented on the Even Start Advisory Board. They also do some joint activities such as the Colorado Literacy Day and the Literacy Hearings at the state capitol.

## CONCLUSIONS

### Impact on Families

Even Start staff feel that they are making a real difference in the lives of the families. Parents talk about having had no hope that they would ever finish high school. The parent liaisons also see changes in families, both in terms of higher self-esteem and more independence. Because families are beginning to link up with other services such as access to health care and vision screenings, there have been tangible differences for both children and parents. Staff also describe how some of the unemployed adults have gotten jobs and those already employed have gotten better jobs.

Child care workers also see changes in the children. District teachers have called to report that parents are doing very well at parent teacher conferences--for example, they are learning the right questions to ask.

**Aspects of Program Most Important to its Success**

The project coordinator and the project director, along with the affiliated educators in the adult high school and elementary schools, all lauded the parent liaisons. Everyone talks about how important they are and how good they are. The liaisons are characterized by their openness and their willingness to talk things out with their families. They are very knowledgeable about their families and their needs, and serve as advocates for the families.

**Challenges faced by the program**

Sustaining the participation of families appears to be the most significant challenge. This was mentioned by parent liaisons, the program coordinator and one school principal. Staff also would like to keep the parents in the program longer to ensure that they will be able to make lifelong changes (especially in parenting skills).

Decreased local and state aide for education is beginning to affect the Even Start program as well. A proposed mill levy failed in the last election which impacts the school district's budget. For example, it has forced the adult high school to cut back on the number of part-time faculty and to limit enrollment. As a result, they have 400 students enrolled and 400 on a waiting list. They are giving preference to Even Start adults on the waiting list, but they are still on the waiting list.

Day care and transportation are continuing problems. The project spends a considerable sum of money on day care, and have had a hard time finding affordable and quality day care. Project staff are working with the staff at the Language Development Preschools and the local mass transit authority to think about how to reorganize bus routes that would make the preschools more accessible to families.

## INDIANAPOLIS, INDIANA

### OVERVIEW OF THE PROGRAM

The Indianapolis Even Start is an adaption of the Kenan Trust Family Literacy Project model where parents and children attend educational programs at the same site. Parents and children attend classes four afternoons or four mornings a week. The morning session runs from 8:15 a.m. to 11:30 a.m.; the afternoon session runs from 11:30 a.m. to 2:45 p.m. While parents are in ABE classes, their three- and four-year-olds are in a preschool based on the High/Scope curriculum. Parents spend one half-hour in their children's classroom each day working on activities together.

One hour per week parents meet with a social worker for a group discussion on parenting issues or to hear a guest speaker. Home visits are conducted on Fridays by a two-person teams; each family receives a home visit about every six to eight weeks.

There are two Even Start locations--the Cold Spring Elementary School and the Central Township Trustee Office. The Cold Spring site is housed in a school building on the campus of the Cold Spring Elementary school in the western section of the city. The campus had been used by a private school and has two classroom buildings, an elegant stone house that was dormitory space, a playground, a greenhouse, and a large grassy field. Two of the classroom buildings are used by the school district and Even Start occupies the other, three-story building.

The second Even Start site is in a wing of the Center Township Trustee Office, a poor relief agency that distributes public assistance. The school district also uses space here for adult education classes. This location is much more urban, surrounded by office buildings and a parking lot. Even Start currently uses two classrooms--one for ABE and one for ECE--and is negotiating for a third room.

The Cold Spring site can take as many as 20 adults and 18 children in each session. The morning and afternoon sessions at Center Township can accommodate 12 children and ten adults per session.

Participating families are about equally mixed between blacks and whites. The participating adults are primarily women and all speak English. The majority of adults read below the seventh grade level, and some read as low as the third grade level.

### CONTEXT FOR EVEN START

The Indianapolis Public School system (IPS) consists of 85 schools: 68 elementary, ten middle schools, and 7 high schools. There are 43 Chapter 1 schools in the district. About 65-70 percent of IPS students are eligible for free or reduced price lunches. The dropout rate is between 19 percent and 25 percent.

There are 48,000 students in IPS, of which approximately half are white and half are black as a result of a busing plan. However, these student proportions are not representative of the overall population of Indianapolis, in which blacks represent only 20-30 percent of the population.

The IPS system offers some programs for at-risk preschool children, and there will be a preschool program for handicapped children offered next year in the Cold Spring Elementary School. Most of the other preschools in the area are private and too expensive for the Even Start population.

There are adult education programs offered by IPS at 40 sites in school buildings and community agencies, but there is no child care offered. However, as part of the vocational education program offered by IPS, there is child care for teen parents who are enrolled in a vocational program. IPS also offers an adult education program during the day for pregnant teenagers.

## ADULT BASIC EDUCATION SERVICES

### Frequency and Location of Services

The ABE classes at the Cold Spring site are in a classroom on the lower level. At Center Township, there also is one classroom dedicated for ABE.

Classes last two hours per day. Each session has a 15-minute break, which parents can take on their own timetable. On Thursdays the ABE class is 1.5 hours to fit in an hour of Parent Time.

Transportation to the centers is provided via a private taxi company that bills the project through the school district. The project arranges the taxis so that two to three families are picked up together. Indianapolis has no mass transit system and the bus system is limited, so even getting to the downtown site is difficult without a car (and few families have cars). Last year the project contracted with a bus company in the city to pick up families, but that approach was very expensive and the bus was not always full. IPS buses bring some families home from the afternoon sessions.

### Curriculum and Instructional Methods

The ABE classrooms at the two Even Start sites use similar methods, although each teacher uses some of her own materials and instructional strategies. Both teachers administer the TABE and the CASAS within the first two weeks for an assessment of the student's level.

Center Township. The ABE class at Center Township starts by having the adults write in their journals about topics that the teacher provides. The teacher uses Cambridge GED and pre-GED books, as well as materials such as "Finding a Job," "In Your Own Words," "Vocabulary Boosters," and "Stars," a magazine on topics such as black history and sports that is written at the third and fourth grade level. The teacher makes copies of articles and materials for parents to take home as homework; she reports that parents like to have a lot of homework because they like the extra practice and also enjoy using materials other than textbooks.

There is one computer in this classroom, which students sign up to use for 20 minutes daily. Stories they have written and illustrated are displayed on the walls of the classroom.

The classroom receives USA Today, which students read daily, and the Classline Today, which is a one-page list of questions and projects linked to USA Today that students complete as homework. Classline Today includes the "Top Ten Review," a set of ten multiple-choice questions from the day's articles; in addition, there are "Today's Project," "Today's Issues," and "Today's Profiles" which give students ideas for further writing or research.

Math instruction differs somewhat from other curriculum areas. The teacher stated that students can get a lot of information through their own exploration but that learning math really requires a direct lesson. Students need particular help with basic math and algebra. As students get closer to taking the GED, the teacher gives them word problems and science and social studies materials, and then goes over questions to explain what they do not understand.

Cold Spring Site. The teacher initially tried to teach the class as a group, but found that there are so many differences in adults' skills that she was losing some students and holding others back. Now, she uses more individualized instruction and finds that a greater number of students are ready for the GED. Students who need extra help have individual tutors during classtime.

If parents score high on the CASAS and the TABE, they are given the GED book and subject matter books such as the Challenger reading series. There also are a lot of other ABE textbooks in the classroom, such as those published by Contemporary, Cambridge, and Steck-Vaughn.

The teacher still does group lessons on things she feels everyone will gain from, such as reading to children, children's literature, or computer skills. She also has students write reports, such as on American presidents. She finds that writing skills and word processing are challenges for parents.

There are two Macintosh computers and two Apple II computers in this classroom, purchased through a grant from the National Center for Family Literacy and Apple Computers. Students use the computers for math skills, geography programs, and word-processing skills. The computers are linked with those at the Even Start program in Oregon, which also has an Apple grant. Attempts were made to institute a pen pal program among adults in these programs.

## PARENT EDUCATION SERVICES

Parent education is formally presented during parent groups at the center. It also is incorporated as a goal of the parent-child time in the ECE classroom and the home visits.

In addition, ABE teachers introduce materials that address parenting issues. Both ABE teachers present material in class that relates to reading to their children. One teacher makes copies available to parents of handouts on child development, such as "Developing Language and Verbal Expression" and "Vision Memory," from which parents can select activities to do at home with their children. At the Cold Spring site, parents wrote and illustrated stories for their children as part of a class on children's literature and fairy tales. The project collaborates with Reading is Fundamental, and at both sites, parents are involved in the selection and distribution of the books.

### Frequency and Location of Services

Parent group meetings are held once a week for an hour at each site.

PACT (Parent And Child Together) time, a feature of the Kenan model, time takes place during the last half hour of the preschool program in the preschool classroom, four days a week. If parents do not have children in the preschool, they meet with the social worker during this time to plan activities to do at home with their children.

Home visits are made on Friday mornings (when there are no classes at the centers) and last 45-60 minutes. Staff can make two home visits per week, and there are four teams that conduct home visits. Thus, each family is visited approximately every six weeks.

### Curriculum and Instructional Methods

Parent Groups. The parent groups start off at the beginning of the year with information about child development (e.g., "ages and stages"). The project has had guest speakers from the Red Cross talk about safety in the home. They use videos and films to spur discussions about how to teach children and also use some materials from the Bowdoin parent education curriculum.

The parent education component includes field trips, role-playing, group discussions and group activities. For example, one group activity to emphasize group connectiveness and foster parents' self-esteem has parents and staff stand in a large circle and toss a ball of twine across the circle, making a large "spider's web." Before someone throws the ball, she has to announce to whom she is throwing it and then say something nice about that person.

On another occasion, parents attended the preschool class without their children to help them understand what the children are experiencing in preschool. Because some parents complained that they did not like their children playing at the water table, teachers took this opportunity to explain to parents what children learn through this experience. Teachers feel this may be helpful to parents, particularly if they did not have much opportunity to play during their own childhood.

The social workers stated that their role during Parent Time is to be a group facilitator, not a lecturer. Staff ask parents what they would like to learn about; parents requested sessions on handling stress and on substance abuse. One of the social workers also commented that the parents learn more from each other than they learn from the Even Start staff. For example, one meeting might start by reading something on how to praise children; after the topic and materials are presented, staff report that the parents do most of the talking during the session.

In addition to group parent meetings, the social workers also help parents set goals. Within two or three weeks of starting the program, a social worker meets with a family and develops an individual family plan that incorporates parent's educational and personal goals as well as their goals for their children. The plan is written out but can always be changed. Staff commented that it is often difficult for parents to set goals because they do not know about many options, and that they often gain new ideas from field trips and parent meetings.

PACT Time: The joint parent-child activities for PACT time are chosen either by the child, the parent, or the teacher. Because staff realized that parents became bored when their children always selected the same activity, they have tried having the parents select the activity on one day, the children on two days and the staff on the one day each week. Teachers try to select activities that they feel will benefit parents and children, or to ensure that parents do not shy away from certain types of activities. When the children select activities, the teacher writes each child's choice in letters and symbol on a small piece of paper that the children then give to their mothers when they come into the class.

Home Visits: Home visits focus on educational activities that parents can do with their children. For parents with children one to two years of age, the home visit is the only form of parent-child activity. If the parent has school-age children, one member of the home visit team will check with the child's regular school teacher to select an appropriate educational activity to work on at home with the child and parent. Some of the activities used in the home visit are taken from Bowdoin materials.

## EARLY CHILDHOOD EDUCATION SERVICES

Early childhood classes are held at both sites at the same time that parents are in ABE classes.

### Frequency and Location of Services

The early childhood classes take place at each of the two sites for half a day, four days a week. There are morning and afternoon classes each day. The morning session begins at 8:15 a.m. with breakfast, and ends at 11:30 a.m. The afternoon session starts at 11:30 a.m. with lunch, and ends at 2:45 p.m.

Center Township Trustee. The classroom at the Center Township location is a large rectangular room. At one end of the room, there are tables that are used for parent meetings and a desk for the social worker. There is no playground area for children, but they are able to ride Big Wheels and bikes outside on the pavement in the back of the building.

## A Home Visit

The ECE teacher and social worker from the Center Township site conduct the home visit with Jennifer and her mother. The activities for the home visit reinforce the key experience of the ECE classroom, which for this visit includes numbers and representation. Even Start staff bring all of the materials with them to make a matching game of shapes and numbers as well as two puzzles. The mother and child sit side by side on the sofa. The ECE teacher sits next to the child and the social worker sits next to the mother, reflecting their roles in the home visit of helping the child and explaining things to the mother.

For the first activity, the ECE teacher hands the child a picture of Disney characters and a small scissors and helps her cut the stiff paper into abstract shapes. The social worker takes another card and cuts it up, explaining to the mother the purpose of this activity and suggesting other things that could be cut into puzzles, such as cereal boxes.

Once the pieces are cut up, the child starts to put the puzzle together. The ECE teacher offers guidance by pointing out colors or shapes that provide hints about the placement of pieces, while the mother and social worker watch and talk about a young niece who will be living with the family over the summer. When the child reaches a difficult point in the puzzle, where she is left with only small pieces, her mother helps Jennifer finish the puzzle as she talks to her about the picture they are completing. She jokes with the child about the difficulty of the puzzle she has created by cutting the card into such small pieces, praises the child for her puzzle skills, and compliments herself on her ability to finish the task.

The second activity involves cutting geometric shapes from construction paper and pasting them onto paper plates in quantities to match the numbers written on the plates. The ECE teacher takes out plastic templates of the shapes for the mother to trace and cut out. As the mother finishes cutting out the shapes, the child pastes the shapes onto the appropriate plate, with assistance from the ECE teacher. All the while, the mother and the social worker are talking about family issues.

In the middle of the home visit, a little girl from next door knocks on the door to play with Jennifer. The mother goes to the door and explains that Jennifer has company and cannot play right now. About five minutes later, the little girl returns and knocks on the door again. This time Jennifer lifts her head up from her pasting and yells to the child that her teacher is there.

There are several activity areas in the classroom, including housekeeping, blocks, a book area, a sand table, easels, and a computer. There is a fish tank in the room as well as a science area, where children had recently planted seeds that are germinating. Staff indicated that the High/Scope curriculum encourages the use of "life size" materials; as a result, there are real cereal boxes, telephone books and full-size pots and pans in the housekeeping area.

Another manifestation of the High/Scope model is the use of labels and symbols in the room. For example, on the shelves that hold art materials, there are pictures of crayons under the crayon boxes so that children will be able to put things back in the right place (this also reinforces cognitive matching skills). On the shelves where the blocks are stored, there are different shapes of paper taped to the shelves to correspond to the various shape blocks. The children also have symbols of their choices posted by their names on their "cubbies"; staff also have symbols next to their names. Staff indicated this is a way for children to recognize their things without reading, and also teaches children that letters are a type of symbol.

Cold Spring School. The preschool class at the Cold Spring site is large, extending over three connecting classrooms. In the first room, there are two Apple computers, a phonograph with individual headphones, a teacher's desk and a book corner with pillows on the floor. In the second room, there is a combination sand and water table, a construction/carpentry center, and a painting table. In the third section of the room, there are blocks, puzzles, and a housekeeping area with child-size refrigerator, sink, and stove and a real toaster, hand mixer, blender, and table with place mats. There are large signs that identify most of these areas. Colors are identified on the wall using very large cardboard crayons. On the wall there are also large colored and labelled balloons, as well as examples of children's art.

## Curriculum and Instructional Methods

The program uses the High/Scope curriculum, in which activities are based on eight key experiences: active learning, language, representation, classification, seriation, numbers, spatial relations, and time. Also, as a part of High/Scope, themes are developed based on the children's interest. For instance, one young girl wanted to get married, so the teacher planned and subsequently held a wedding ceremony with all of the children in the class.

Another component of the High/Scope curriculum is "Plan/Do/Review": "Plan" is when children choose their activities, "Do" is the work part of the day, and "Review" is recalling what activities took place. The curriculum gives children the opportunity to make choices at all times.

The day begins at 8:15 a.m. with parents and children having breakfast together (lunch for the afternoon session). After breakfast, the first activity is a ten-minute meeting called "Greeting", that includes talking and singing.

Next, children and teachers "Plan" what activities they will do. During the planning, the teachers incorporate the key experiences. For example, if the key experience is numbers, the teacher and children will count all of the children present during the planning time.

The next 45 minutes are spent "Doing" the selected activity. The activities relate to the particular key experience that is being learned at the moment. At the Cold Spring site, the class divides into two groups for the key experience activity, with the teacher taking the older children and the aide taking the younger children to do the same key experiences but on different levels that match children's skills.

After the children clean up, ten minutes are spent "Recalling and Reviewing" what they did during the key experience activity period. Here, teachers will ask children "Where did you play today?" and they will talk about the activities.

At 10:15 a.m., the class has circle time which entails large group activities, often physical exercise or playing games. At the beginning of the week, a "Star Child" is selected who will receive special attention for that week. Also, during the group time, the Star Child's mother comes into the ECE classroom to do a special activity, such as reading to or cooking with children. At the Center Township site, the Star Child's mother had planted flower seeds with the children.

Group time is followed by a short (5-10 minutes) quiet time. After quiet time, the class divides into small groups again. Children are provided with materials of their own that they can explore and make an individualized product. For instance, children at the Center Township site were given the necessary ingredients to make "ants on a log" (i.e., knife, celery, peanut butter, and raisins). These activities are also related to the key experience (e.g., they counted the "ants" while they made the snack, because the key experience is numbers).

The final activity for the session is PACT time.

## RETENTION STRATEGIES

The project stresses the importance of treating parents as adults. One way that they have done this is by setting up a parent lounge where they can smoke. Also, at the Cold Spring site, there are vending machines outside the ABE classroom and parents are allowed to bring soda and snacks into class.

Teaching methods can also be a retention strategy. One of the ABE teachers described that the teaching she does in Even Start is not traditional because students will get turned off to that. She teaches in a more casual way, giving students more equality in choices. She stressed that teachers have to respect students as adults, while at the same time have high standards and expectations for them. Also, teachers cautioned that adult students are less willing to come to the teacher for help, so that teachers need to be sensitive to their progress and aware of which materials or subjects are difficult for them.

The social workers also help to maintain participation. After the morning attendance has been taken, they call all of the parents who are not present. If they have not heard from or seen parents in a while, they will make a special home visit.

Mentoring Program. The project began a mentoring program this year as a way to provide as much support as possible to adults in the program and to increase retention. The project director explained that many Even Start participants do not have someone in their neighborhood to be a positive role model. The project developed a packet of information that describes the mentoring program, outlines the role of the mentor for parents, the parent's responsibilities, the guidelines and ground rules for mentors, and the rationale for the mentoring program. For example, the materials tell both the parents and the mentors that the relationship is one of sharing thoughts and feelings and should not involve loaning money or buying things for the families, and informs the mentors that any concerns about the families or need for social services should be directed to the Even Start social workers.

There are four mentors involved with families now. Mentors have weekly contact with Even Start parents, either at the center or over the telephone, and talk with parents about their goals and encourage parents to stay in school. The mentors are mostly retired teachers and social workers.

## STAFF

Each site has a social worker, adult education teacher, early childhood teacher and an early childhood classroom aide. In addition, there is a full-time project director.

The staff is racially balanced to reflect the population served. Half of the staff are black and half white, with an individual of each race in each job category (e.g., one white and one black ABE teacher, one white and one black social worker). All of the staff are the original ones hired at the start of the program--there has been no staff turnover.

### ABE Staff

There are two full time teachers who provide ABE instruction--one works at the Cold Spring site and the other at Center Township. One teacher previously had been a job placement specialist at the Cold Spring Elementary School working with community and out-of-school youth. The other was a teacher for 31 years, including five years at the junior high level and 11 years as a reading consultant in addition to teaching math. Both women are certified teachers, which is a state requirement for all teachers who teach ABE through school districts. There is no certification in adult education in Indiana, so the district tries to get teachers who have reading endorsements or special education certification.

### Parent Education Staff

The parent groups are led by the social worker at each site. Prior to Even Start, both women had been social workers in IPS and have led parent groups as part of that job. As experienced social workers, they both have training in group dynamics, group process and involving parents in group discussions. In addition, they had already collected a lot of relevant materials in their previous positions.

Home visits are conducted by pairs of teachers, always including one person who works in the early childhood classroom, paired either with the social worker or the adult education teacher. The four teams during the 1990-91 school year are made up of the ECE teacher and social worker from each site, and the ABE teacher and ECE aide from each site.

### ECE Staff

There is one early childhood teacher and one educational aide at each of the two sites. One of the early childhood teachers taught kindergarten for five years. The other teacher was director of a child care center for three and a half years; prior to becoming director, she taught three- and four-year-olds in the center for five years.

One of the educational assistants was a special education teacher at the high school level at the Cold Spring school and also taught at a day care center. The other educational assistant has experience with preschool children and in special education.

### Training

A number of district staff went to Louisville to the Kenan training. In addition, when the teaching staff first were hired, two staff members from the National Center for Family Literacy came to Indianapolis and provided staff training.

The staff from both centers meet together once a week at the Cold Spring site with the project director. The project director provides the agenda for this meeting, where the staff do joint planning, take care of "housekeeping" issues and get feedback from the school and district meetings that staff have attended.

The teams from each site also meet weekly. At these meetings, staff will discuss individual families and concerns (e.g., a parent who is not playing with her child during PACT time). They also plan special activities such as parent-child Earth Day activities.

There occasionally are guest speakers such as the director of local university preschool who came to talk about communicating with parents. Also, they have met with the staff from the other Even Start projects in Indiana.

## CONCLUSIONS

### Impact on Families

The project director reports that many parents thought they needed to have money to buy toys for their children and to promote learning in children. Now they are learning that this is not true.

## Aspects of Program Most Important to Success

The project director feels that the parenting component is a critical element of the program. She stated that many parents might be self-motivated to get their GEDs, but they really need the help in parenting and they would not seek this out or get it anywhere else. The parent groups and the information about community resources are important for parents. Also, it is important to have staff capable of leading parent meetings and building parents' self-esteem.

Staff feel strongly that home visits increase the overall effectiveness of the program, although home visits are not part of the Kenan model. At home, parents receive the undivided attention of the teachers. Also, the teachers feel that during the home visit they can reinforce those skills and activities discussed in the parenting classes. As one of the social workers said, however much you talk about things at the center, the best way to reinforce ideas with parents is by example. Teachers also believe that the home visits do a lot in terms of interacting with parents and the whole family unit. As one teacher stated, "The home base component is critical to the program because it makes the parent more comfortable when she comes to the center for classes."

## Challenges

Staff reported that retention is their greatest challenge. They cite a vicious cycle of poverty and health problems among participating families. Since they are trying to recruit those families with the greatest need, they also get the families with the most problems. Some parents leave for positive reasons, such as getting a job, and others leave and come back. However, as one social worker said, "we haven't been in business long enough to know who comes back."

Although the GED is a draw for parents to participate in the program, staff feel that there needs to be more concern for broader goals such as helping parents to be productive citizens. Staff talk a lot with parents about goals and that getting the GED is not enough, that parents also have to think about getting jobs and learning to be more effective as partners with school personnel as their children move through the educational system.

Staff also report that PACT time is a difficult part of the program. It is hard to get parents and children to play together because parents often would rather talk with each other and let the children play on their own. Parents are also reluctant to let children do things like using scissors on their own. Teachers are trying to stress the importance to parents of letting children make their own choices (e.g., the child can make a "less than perfect" circle), while they stress the impact that parents have on the child's attitude about learning and academic success.

The assistant superintendent indicated that the magnitude of the district's required in-kind contribution is a burden on the program. He felt that a ten percent match was okay, but that the increasing amount is difficult because the district cannot foresee the fiscal situation from the state allocation. The district has a $3 million shortfall this year, so it is difficult to say whether the district would be able to support Even Start after the federal monies stop. They will try, but there will be other priorities for these funds.

# WATERVILLE, MAINE

## OVERVIEW OF THE PROGRAM

The Waterville Even Start is primarily a home-based project. Adult basic education, parenting, and parent-child activities are all provided by home visitors, with the curriculum tailored to the needs of each family. There are also monthly group supper meetings for the whole family and parent discussion groups without the children.

The project collaborates with Head Start to provide a structured early childhood program. In addition, special home visits are conducted to work at home on activities for children. A different home visitor comes depending on the age of the child, either a primary childhood teacher or an early childhood educator. All together, each family is visited for between 6 and 10 hours a week by two or three different visitors.

As of June of 1991, there are 21 families participating in the program, with a total of 68 children. Most families are white and lack access to medical care, good housing and stable jobs. There is also a high degree of unemployment, substance abuse and physical violence, with many families described as "dysfunctional."

## CONTEXT FOR EVEN START

Waterville is a small town in central Maine with a population of just over 17,000. There are several schools, each serving a cluster of grade levels: Brookside serves the primary grades (K-3), Pleasant Street serves grades 4 and 5, Waterville Middle school serves grades 6-8, and Waterville High School serves 9-12 in addition to housing the adult education classes. There are 2,300 students in preschool through grade 12. Approximately 2,000 students take courses in the Adult Education Program.

There are many preschool programs available in the district, including family day care, Head Start, and YMCA programs. District staff estimate that 75 percent of children enter kindergarten with some preschool experience.

## ADULT BASIC EDUCATION

### Frequency and Location of Services

The delivery system consists of weekly home visits that last between 1 and 2 hours. Recently the project began offering weekly computer classes at the Adult Basic Education computer lab taught by the home visitors.

During the school year, the instruction occurs through home visits. Additionally, during the summer, there are field trips to local places of interest such as the Dinosaur Museum, Portland Children's Museum, a live theater production, and the Marine Museum in Bath.

Other opportunities that emphasize ABE include access to the district's regular ABE program at the High School, in which five Even Start parents are presently enrolled. These academic courses are taught at the high school and are offered on a semester schedule for one, two, or four days a week.

### Curriculum and Instructional Methods

The content of the adult basic education component of the program reflects a philosophy about working with adult learners more than a prescribed curriculum package or set of curriculum objectives. A whole language orientation integrating reading and writing, with a focus on experiential learning, characterizes the content and delivery.

The mode of delivery is an individualized one-on-one tutorial that is negotiated between each home visitor and the participant family. Individual goals, in the form of an Individual Educational Plan (IEP), are established in consultation with the adult education specialist assigned to the family. These may include developing academic skills to take the GED and functional skills, such as preparing to apply for a driver's license, learning computer skills, or taking various tests.

All instruction is in English. There is no ESL component, although American Sign Language is used with one family.

The district's regular adult education offerings range from external credit to GED preparation to crafts and other workshops and seminars. Generally, the instruction is more structured than that provided in the home visits. The adult education department provides counseling services to its students, and students choose the types of courses and the process that makes sense for them.

The computer lab is part of the district's regular GED program, but two times a week it is open just for Even Start parents. It is a long narrow room with a high ceiling in the basement of the school. There are facilities for four adults working in pairs at two computer stations. Computer instruction follows the individualized delivery of the home visits. Some programs available include: Read 'N Role, Alge-Blaster Plus, Math Booster Mystery and Math Blaster Plus, Spell-it Plus, Grammar Gremlins, Word Attack Plus, and Appleworks. The content of the class includes beginning word processing and computer literacy skills.

## PARENT EDUCATION SERVICES

### Frequency and Location of Services

Parent education is woven into the weekly home visits, as are other services. Parent-child activities occur in homes as part of the weekly home visits and also through the monthly potluck suppers, special events, and occasional field trips.

### An ABE Home Visit

The adult basic education component is the second part of a two-and-one-half hour home visit. (The first part concentrated on parenting and early childhood education.) The family includes two non-hearing adults and three young children who are able to hear. At the time of the visit, the mother, Patty, is home with John, who is 13 months old, and April, who is four years old. The ECE home visitor has just left and the ABE home visitor leads this part of the visit. Also present is a sign-language interpreter.

The kitchen table is cleared off for work and Patty, the interpreter, and the adult educator are all sitting at the table. The youngest child had just awakened from a nap and is wandering underfoot. April plays in the next room either alone or with her younger brother.

The home visitor had come in with a specific plan to review some reading Patty had done, but she held her lesson plans in abeyance while they discussed an issue that Patty raised. The mother had recently received a letter from SSI indicating a payment was forthcoming but when she received her bank statement the amount was less than expected. She has only had her bank account for three months, and she asks the home visitor to help her figure out the right way to organize her records so that her balance equals that of the bank's records. The home visitor identified a number of strategies for the mother to pursue and they discuss each of these for several minutes. They decide that their next appointment will focus specifically on resolving this issue. This discussion lasts for about 45 minutes.

The last fifteen minutes of the visit focus on the mother's recent experiments cooking healthier foods. At one point, April asks her mother a question, and Patty replies that it is her time to study with her teacher.

## Curriculum and Instruction

Some home visits are spent entirely in discussion about children and their needs. Strategies to deal with children and with family problems are addressed as they occur in the course of the services provided. Staff use a case management approach to recommend appropriate information or action for families.

The monthly potluck suppers generally follow a particular structure. Most potlucks are held at the primary grade school. A family style dinner is followed with a presentation designed to interest both parents and children. After the presentation there is an activity for parents to do with their children. The purposes of such dinners are several: to provide an experience that is both social and educational; to provide a family-centered activity; and to bring parents into the school building in a nonthreatening way.

## EARLY CHILDHOOD EDUCATION

### Frequency and Location of Service

Even Start collaborates with Head Start to place children in their ECE programs. In addition, when families are visited, there are specific activities planned for individual children. These home visits occur weekly and last for about an hour.

### Curriculum and Instruction

The specific activities for an individual child reflect the family's IEP. The content of the visit will vary depending upon the age, skills, and interests of the child. All visits include reading, listening, and a concrete activity like painting or drawing. Additionally, the parent is involved as a listener and participates in some portion of the activities.

## RETENTION STRATEGIES

The primary retention strategy mentioned by staff is building a trusting relationship with the families, which they feel has taken more than a year to do. Since the home visitors work so closely with families, they have the chance to discuss motivation or changes in parents' commitment to the program. All but three or four of the original families are still with the project.

## STAFF

The Even Start staff includes a project director, four home visitors and a part-time secretary. The project director works half-time on Even Start and half-time as coordinator for Waterville's adult education department.

All Even Start personnel are part of the school department and are considered by the district to be on special assignment. They work four days a week for 11 months. Their accrued time yearly is that of a regular classroom teacher and they receive standard district benefits.

### Adult Education Staff

The staff for adult education are primarily the two home visitors whose Even Start responsibilities focus on adult basic education. One adult education instructor is full-time, and has a caseload of 11 families and the other is part-time with a caseload of 4 families. Both have extensive teaching backgrounds and adult education teaching experience.

### An Early Childhood Home Visit

This is the first half of a visit devoted to both ABE and ECE issues. The first hour or so of the visit is spent working with April, who is four years old. The ECE home visitor has a large bag of books and supplies and she asks April to choose a book. There are multiple copies of each book so that April's mother, Patty, also will have a copy of the book selected.

Many of the books are accompanied by audiotapes and the home visitor encourages the child to choose one with a tape. Because April's parents are hearing impaired, the home visitor points out that it is important for April and her siblings to hear things out loud because they don't get as much practice as other children. April chooses a book for the home visitor to read to her and the tape of the book is played at the same time. The reading is quite interactive: the home visitor frequently stops the tape so she can ask April questions, which April answers. In the meantime, the interpreter signs to the mother what is playing on the tape, what the home visitor asks April, and what April says in response.

Once the story has been completed, the home visitor asks April if she would like to paint a picture about something from the story. When April indicates interest, the home visitor takes paints, paper, and a brush out from her supply bag, while the mother gets newspaper to put under the painting. April paints large splashes of green and white, and announces that she has painted a building. The home visitor helps clean up, as the mother puts the painting on top of the refrigerator to dry.

Next, the home visitor takes flash cards from her satchel. She comments that in American sign language the use of personal pronouns and articles differs from that in spoken English, and that April's speech reflects this difference. The flash cards have pictures of children, animals, and objects, and she asks April questions about who or what is in the picture and what the subject of the card is doing or wearing. She reiterates that things belonging to girls are called "hers" and that things belonging to boys are called "his" because this is a stumbling block for April, who uses "his" for all possessives.

For the last activity, the mother asks the home visitor to read from a book she had been reading with April.

The district's Adult Education staff have backgrounds in adult basic education, literacy, and advocacy.

### Parent Education Staff

All four home visitors do parent-child activities and modeling during their visits, although the early childhood staff probably spend more time developing and modeling various activities.

### Early Childhood Education Staff

The early childhood staff consist primarily of the other two full-time home visitors. Both have worked with the project since it began in the winter/spring of 1990. One has worked as a developmental first grade teacher in the Waterville schools; she works more with school-age children while her colleague works with three- and four-year-olds. Families with children in both age ranges are visited by each of the two ECE home visitors.

### Training

The staff have weekly meetings on Thursday afternoons that serve as debriefings, catching up, and planning sessions. That is often the only time staff members see one another since most of their work occurs outside the office. The director meets weekly with the Chapter 1 Coordinator and less frequently with the superintendent and the project's advisory board.

Staff training was designed in advance by the director for the entire staff, and is described as integral to the team's present success. At the start of the project, they met for two weeks to get acquainted. Together, they read the grant proposal, wrote their own job descriptions, took a Learning Styles Inventory (Myers-Briggs) and talked about the problems they might face in carrying out the program. Every five months they spend three days together to summarize where they are and revise as needed.

## CONCLUSIONS

### Impact on Families

Staff believe that families are demonstrating increased commitment to learning and change, as evidenced by honoring appointments and preparing for home visits. Additionally, families who did not participate earlier in group activities are now doing so. Other evidence of impact comes from the involvement of fathers or male partners in adult basic education and parenting sessions.

Parents are also more aware of their own responsibilities in caring for their children. One participant summed it up, saying "You're teaching us and our kids now so that they won't need their own Marcia [home visitor] later--no offense, Marcia!"

### Aspects of Project Important to Its Success

Project staff and other educators within the community believe this project's biggest strength lies in its staff. Staff longevity and stability are also key elements; there has been no

50

turnover among professional staff since the program began. Another important feature is the extended service to families in need; the continuity of services is important when working with families to change behaviors.

Also cited as critical was the community and institutional support given the project. For example, Even Start complements the strong Head Start effort in the town.

## Challenges Faced by the Project

Staff members believe they must continue to learn new strategies for working with hard-to-reach families who do not necessarily make progress easy. Some of the difficulties families face, such as substance abuse, violent behavior, and food and housing shortages, are beyond the knowledge and skills of the educationally trained home visitors, and functioning in the absence of a trained social work perspective has been particularly challenging.

Another challenge is the lack of space. The two-room office contains the project secretary and her equipment in an anteroom and an office shared by all four home visitors, the director, and all project records and teaching materials. The rooms are stuffed with bookshelves, games, papers, books and toys. Since there is only one desk, the staff share its use. Staff routinely keep most of their materials in their cars.

## BILLINGS, MONTANA

### OVERVIEW OF THE PROGRAM

Even Start directly provides child care, home visits, parenting workshops, and opportunities for parents to volunteer in early childhood classrooms. The project collaborates with the school district for adult education classes. The program also works closely with the JOBS program, and offers child care and parenting classes for JOBS participants who are taking ABE classes at the adult high school. In addition, parents in the JOBS program receive employment training to be child care workers.

The project offers educational activities for children from birth through age seven. Early childhood education and child care occurs at the Even Start center which is in one wing of a former elementary school. The Even Start grant is supplemented by a grant from US West that covers the salaries for an infant child care specialist and a classroom aide.

While children are at the center, their parents attend adult education classes at the Adult Education Center a few miles away. Parenting workshops led by Even Start family advocates are offered four times a week at the center. Family advocates also conduct home visits twice a month with each family.

The project can accommodate a maximum of 35-40 families, depending on the age and number of children in each family. As of the spring of 1990, there are 37 families participating. The project has an open entry/open exit policy and families leave when the adults have met the goals determined at the start of participation. The typical length of time families attend is from six to eight months. Thus, over the course of a year, the program serves about 90-100 families.

The target population includes Native American Crow and white families. Since the JOBS program offers services for AFDC parents, Even Start staff make a concerted effort to work with families who are not on public assistance who otherwise would not be able to attend any classes.

### CONTEXT FOR EVEN START

Billings is a city of approximately 80,000 people. The school district is overseen by an eight-member school board and includes 32 schools: 24 elementary, four junior high, three high school, and one special needs school. There are about 15,200 students in the district.

Head Start is available within Billings, but other preschool options are quite limited. Adult education is available through the Adult Education division of the school system. The city has recently instituted a JOBS program in which participants are required to enroll in adult basic education or employment training; Even Start works closely with JOBS staff to coordinate services.

## ADULT BASIC EDUCATION SERVICES

The adult education offers pre-GED and GED courses at a central location in Billings. Even Start participants attend along with other adults from the community.

### Frequency and Location of Services

Adult education classes are held morning and afternoon, Monday through Friday at the Adult Education Center. The Adult Education Center, also called the Lincoln Center, is a former high school that has been renovated. The first floor houses adult education classrooms, offices, and a lounge; district administrative offices are on the second floor. Each teacher has a dedicated classroom. The classrooms are large, airy, and bright, with tables, desks, and books on shelves on the side walls. There also is a student lounge.

Even Start participants are asked to make a commitment to attend adult basic education courses. Most attend between 15 and 20 hours a week, generally the same number of hours that the children are in classes at the Even Start site.

### Curriculum and Instructional Methods

The curriculum is individualized to the student. Students work alone, or occasionally in pairs, at their own pace in workbooks or in textbooks. The materials used include commercially available materials such as Cambridge, Houghton-Mifflin, Steck-Vaughn and SRA, as well as locally developed reading and cassette materials.

Before attending classes, students have an academic counseling session during which they describe their goals and are assessed with the ABLE test. Then students have individual sessions with counselors to set goals, to recognize current strengths and weaknesses, and to decide whether they are interested in and can participate in a course of study at Lincoln. Many of the students at Lincoln Center are parents, and the classes, counseling, and scheduling all recognize the dual responsibility of most students.

Once students decide to attend, they begin with a week of orientation for two hours a day. This week includes sessions about computers and career information, and also familiarizes students with the school, the teachers, and the different classes and scheduling options available. After this orientation, students begin classes.

The students meet with their counselors after three months for an evaluation of their progress toward goals previously established, and if appropriate, goals are renegotiated with input from the teacher and student.

## PARENT EDUCATION SERVICES

Parents have a fair amount of input into both the home visits and the parenting workshops. When parents enter Even Start, they meet with their family advocate and describe topics they would like to spend time discussing in group or individual settings.

### Frequency and Location of Services

Parent education occurs both at the Even Start center and during home visits. Center-based parenting workshops are offered four times a week--Tuesday and Thursday mornings and afternoons--and are taught by the two family advocates. Topics may be repeated during the week, and parents are required to attend two meetings per week. Occasionally workshops are led by guests such as writing teachers, reading teachers, and public health and child development specialists. Parent-child activities occur primarily at home during biweekly home visits.

The program requires parents to observe or assist in the early childhood classrooms. Parents in the JOBS program are required to spend some time in the ECE classroom each day over a period of weeks.

### Curriculum and Instructional Methods

Home Visits. The specific activities depend almost entirely on the individual. The family advocates plan their visits according to the expressed interests and needs of the parent and the child. The home visits include time for discussion, introduction of new materials or topics, or introduction of new books, modeling of activities, as well as time for the parent to practice new activities with the child. The home visits are quite flexible in that family advocates are prepared to discuss personal issues as well as educational concerns raised by parents. The visits also use a variety of materials; one family advocate said they "beg, borrow, and steal" whatever seems appropriate or whatever parents express an interest in learning about.

Parenting Workshops. The parenting workshops use a variety of instructional methods and curricula. Many workshops begin with short presentations and then parents are encouraged to talk about their experiences with their children. For example, one workshop on emergent literacy began with a presentation describing children's entry into the "literacy club," followed by parents' describing their children's early writing. The presenter, a reading teacher from Eastern Montana College, then asked parents more explicitly to discuss their experiences with their children's writing.

Most workshops are also hands-on, so that parents have regular opportunity to work with specific materials or ideas that they can later use with their children. While home visits are more individualized, the workshops cover topics of interest to a larger group of parents.

### A Home Visit

The home visit is with Theresa, a mother in her mid-20s, and her two children, Josh, age two, and Matt, age three, who both participate in the Even Start preschool.

The advocate begins by going over the results of a standardized developmental test that is used on children four and older. The instrument is slightly advanced for Matt but it provides a structure for the home visit. The two areas of difficulty for this child are in hopping and tracking.

The advocate then starts a tracking exercises with Matt--having him use a black marker to follow lines of varying width, sometimes straight and sometimes curly. She watches him do it several times, praising his efforts and telling his mother why it is important as a prereading exercise. For example, she emphasizes it is important to draw the line from left to right because we read from left to right. While Matt follows the lines, his brother Josh draws lines too.

The visitor also talks with Theresa about Josh's temper tantrums and supports her handling of them. Then, the home visitor and the family go outside to practice hopping by jumping over a rope on the ground and by walking along the rope.

Next, the visitor reads a book aloud to Matt. They sit next to each other, and she interrupts the story occasionally to ask him questions about what he sees. He also asks questions and makes comments on his own.

At the end of the hour-long visit, the home visitor explains several ways that Theresa could make connect-the-dot and other games for Matt. Two books and the jump rope are left for the family.

## EARLY CHILDHOOD EDUCATION SERVICES

### Frequency and Location of Services

Early childhood education is offered daily at the Even Start site from 7:30 a.m. until 3:30 p.m. but some children whose parents are involved in JOBS program activities stay until 5:00 p.m.. Most children attend five days a week. In order to provide quality service and meet state laws about caregiver/child ratios, the project carefully monitors the number of children attending--the child care workers have erasable schedule boards on the walls indicating which child comes on which days and for how long.

There are several rooms at the Even Start site. The smallest is the infants' room which can accommodate four infants at one time. It is carpeted and has two playpens, four cribs, a changing table, and a rocking chair. The costs of operating and staffing this room are covered by a grant from US West.

A second, larger room is for one-year-olds. The room is developmentally appropriate with centers for one-year-olds containing pillows, toys, and soft books. The room for children who are two and three years of age is set up with developmentally appropriate centers containing, tables and small chairs, a sharing circle, as well as shelves with books, manipulatives and toys.

The room for children who are three to five years of age also has clearly defined areas for activities, including housekeeping, arts, science, library, circle, music, and make-believe. This room also accommodates six- and seven-year-old children during the summer months.

### Curriculum and Instructional Methods

The curriculum for children from birth through age seven is based on a philosophy of learning through exploration and play. In the two to six age group, the morning begins with transition time when children arrive. Then they have breakfast and circle time, which includes a discussion of the calendar as well as songs, fingerplays, and stories. Next is group project time, in which the children choose areas they want to go to, and after that is outside play. After lunch, there is another transition time with songs, books, stories, or music, followed by nap time. After a nap, children play outside again, then come back inside for more group projects. During group time, children have access to reading, dramatic play, blocks, manipulatives, sensory, science, or circle areas while the child care staff circulate and facilitate activities.

Parents participate in the classrooms in several ways. First, as part of parenting education, they come into the classroom Tuesdays and Thursdays for about an hour and a half in the mornings and afternoons. Different parents come in during each of the four blocks of time. Secondly, the project has parents who volunteer additional time in the classroom. Parents who are JOBS participants and who are learning about careers in early childhood education or day care participate in on-the-job training.

## RETENTION STRATEGIES

The home visits serve as a key strategy for involving parents and maintaining their participation. Additionally, parents are asked to commit to a 70 percent or better attendance rate at adult education, parenting, and home visits for each two-week period. Staff comment, however, that the provision of free child care is the most effective retention strategy they have.

## STAFF

Staff include a full time project coordinator, who manages day-to-day operations, and is assisted by the project supervisor who also is the Chapter 1 Specialist for the district.

Other full-time Even Start Staff include two family advocates, three child care teachers, and a secretary. The project also has foster grandparents who work in the early childhood classrooms, a number of volunteers who help out in the childhood classrooms, and interns who are studying child development.

There has been some staff turnover; four of the original seven are still with the project. In some cases, staff left to return to school, while others left for other positions in the community.

### Adult Basic Education

Staff at the Lincoln Center are all certified teachers, most of whom have master's degrees in reading or other academic subjects. In addition to the teaching staff, there are two academic counselors who meet with incoming students to discuss goals, purposes, barriers, and expectations. The director helped to write the original grant, so the staff are quite committed to the Even Start project.

### Parenting Education

Parenting education is provided by the two family advocates, both of whom are certified teachers. Additionally, the early childhood classroom staff facilitate parent and children interaction while the parents are in the early childhood classroom.

### Early Childhood Education

There are four early childhood classroom teachers, one per room. The project also has a large number of volunteers who help as needed in each room. For example, in the infant room, there is a full time child care specialist who is assisted by a foster grandmother or other volunteer aide.

The child care specialist has a master's degree; the other three staff members hold various degrees, Child Development Associate (CDA) certificates, or experience in early childhood education. A proposed restructuring will lead to one certified teacher overseeing all four child care rooms, each of which will be staffed by child care aides.

### Training

Staff members meet weekly to discuss progress of families and plan curriculum and activities. Family advocates attend staff meetings at the Adult Education Center as well.

The counselors and teachers at Lincoln also meet weekly with the case managers from the JOBS program and the family advocates and families are followed carefully as they progress through these different projects/schools. The project coordinator occasionally attends these weekly meetings as well. Additionally, the counselors and the teachers meet every Friday morning for internal case review, and then are joined by both Even Start family advocates and JOBS caseload managers for an interagency case review.

## CONCLUSIONS

### Aspects of Program Important to Its Success

The coordinator believes the core of this project is the family advocate position. The advocates keep track of everything with families, and they have to be able to go into homes and have people feel comfortable with them as home visitors.

The coordinator also thinks it essential that the project provide day care services which enable day-to-day contact with families. This provides an effective support system for parents.

The staff as a whole believe that the collaborations with other community agencies are also a necessity. The strong working relationships the coordinator and advocates have established with other agencies contributed to the project's effectiveness as a collaborative venture in a city full of social service agencies.

### Challenges

The project director and staff identified three challenges for the project. Transportation is a major concern because public transportation is quite limited. The buses run only between 6 a.m. and 6 p.m. Alternatives, such as taxis, are quite expensive--a cab to transport a family to the center averages $5.25 a trip. While the downtown bus service seems adequate, the target area is quite spread out and it is not uncommon for parents to spend an hour each way on the bus.

A second major issue is child care, which is a barrier that adult students must overcome in order to participate. Finally, the project is concerned about the funding and the availability of district funds to provide continued support for the program.

## ALBUQUERQUE, NEW MEXICO

### OVERVIEW OF THE PROGRAM

Project activities center around the Even Start sites at two elementary schools: Barcelona and La Mesa. At each site, there are half-day preschool classes twice a week for children ages three to five. For children one and two years old, the ECE teachers do home visits. For children ages six to seven, Even Start teachers collaborate their classroom teachers.

Adult education options include ESL and GED classes at the Even Start sites provided by staff from the Albuquerque Technical-Vocational Institute (T-VI) and Southwestern Indian Polytechnical Institute (SIPI). In addition, tutoring is offered by the Albuquerque Literacy Program, an affiliate of Literacy Volunteers of America (LVA).

Parents have a choice of activities to consider in order to complete the parent education component: attend monthly parent meetings; attend Looking at Life workshops; or volunteer twice monthly in their child's classroom.

Child care is offered nights and Saturdays during ESL and GED classes. The Chapter 1 van is used nights and Saturdays to provide transportation to ABE classes. Transportation also is provided to three of the four ECE sessions by contracting with the bus company used by the district. Families are assigned to classes on the basis of where they live and whether they will need transportation.

About 85 percent of the families are Hispanic and ten percent are Native Americans. About half of all the Hispanic families are monolingual Spanish speakers. The Native Americans are all fluent in English. About half of the parents work.

As of the spring of 1991, there are approximately 90 families and 111 children enrolled in the project. Seventy percent of the children are three- and four-year-olds.

### CONTEXT FOR EVEN START

The Albuquerque Public Schools (APS) include 117 schools: 79 elementary, 23 middle schools, 11 high schools and five alternative schools. Nationally, it ranks as the twenty-seventh largest school district based on student population. The school district is also extremely large in geographic area, covering approximately 1,250 square miles, with both urban and rural areas.

There are 88,000 students in APS, more than in the whole rest of the state of New Mexico. About 40 percent of the students are Hispanic, with 11 percent coming from non-English speaking households. Approximately 20 percent of the students receive free or reduced price lunches. The superintendent noted that 2,000 students have been identified as homeless.

There are several other preschool programs operating within APS: Title VII Bilingual/English Language; Chapter 1 Early Learning Program; City/APS Child Development

Project; Special Education; APS High School Parenting; a preschool lab for high school students; New Futures High School for adolescent parents; and Head Start.

There is very limited adult education available through the school district. There is a school on wheels for high school dropouts, but the APS community education offers enrichment classes only.

ABE classes are offered through the Albuquerque Technical-Vocational Institute (T-VI) and Southwestern Indian Polytechnical Institute (SIPI), which are the only two degree-granting community colleges in the area. T-VI offers GED/ESL classes at 20 sites in the community, including detention centers, churches and community centers. SIPI is run by the Bureau of Indian Affairs.

## ADULT BASIC EDUCATION SERVICES

Two types of ABE are offered: GED and ESL classes and tutoring through the Albuquerque Literacy Program, the local chapter of the Literacy Volunteers of America (LVA).

### Frequency and Location of Services

ABE classes. Adult education classes are provided through collaboration with T-VI and SIPI. T-VI provides four classes for Even Start parents. Two GED classes are offered at Barcelona, one on Tuesday and Thursday evenings from 7:00 p.m. to 9:00 p.m. and one on Saturday mornings from 8:30 a.m. to 12:30 p.m. One ESL class is held at Barcelona on Saturday mornings from 9:00 a.m. to 12:00 p.m. and one at La Mesa on Tuesday and Thursday evenings. Classes are offered for three terms a year: May-August, September-December and January-April.

SIPI pays for one GED class at La Mesa on Saturday mornings. There are between 12 and 15 women enrolled, with an average attendance of ten women per class.

All of the ABE classes are open to anyone in the community. After the Even Start families who are interested have signed up, extra slots are open to the larger community.

ALP tutoring. The amount of time and the location of the tutoring varies with the adult and the literacy volunteers. LVA discourages tutors from meeting with adults in their homes, both for safety reasons and to reduce the number of distractions. One volunteer meets with a mother every Thursday morning at the public library while her child is in the Even Start preschool a few blocks away. Another tutor originally met with a group of parents from 6-7:30 on Tuesday and Thursday evenings at the La Mesa school but later moved the sessions to a church where there was more room for the classes and the child care workers.

### Curriculum and Instructional Methods

ABE Classes. Teachers have the flexibility to decide the materials used in their classes. There is a resource room at T-VI to help select materials, but teachers use a wide range of textbooks of their choosing. Classes include a combination of material presented to the whole class, small group work, individual work, and peer tutoring.

The GED class at La Mesa begins by writing about a topic of the parent's choice. The teacher commented that parents often write about things that are bothering them and he responds either in writing, in person, or by calling them during the week to see how they are doing.

ALP Tutoring. The ALP center has a library that tutors can use to get teaching materials and ideas. The training that ALP provides also gives tutors ideas about resources.

The ALP philosophy is to encourage the students to decide what they want to learn, and parents tell the tutors what they would like to work on during the sessions. For example, parents asked one tutor to teach them how to write checks. Another woman is starting to work towards getting American citizenship, and the tutor has taken books out of the library and gotten used history books from the school district to help the mother pass that test. One tutor works on math and writing essays, as a supplement to the GED classes provided by staff from T-VI. Another tutor works on reading fluency and grammar with the woman she tutors. She uses books from the library and gets old school books, asking the mother to read or dictating passages for the mother to write. She reported that she always has a Spanish dictionary handy to help when the mother does not understand something in English.

## PARENT EDUCATION SERVICES

### Frequency and Location of Services

Parent meetings are held at least once a month during the day or at night at the Even Start sites. There are also occasional field trips as well as special group activities, such as a pot-luck dinner at Christmas.

Even Start staff are translating into Spanish the Looking at Life curriculum developed by the Administration for Children, Youth and Families for the Head Start Program. Classes are expected to be offered in the fall of 1991, for 15 weeks with each session lasting three hours. At present, the plan is to repeat the series of workshops a second time during the school year.

Home visits conducted for parents of one- and two-year-olds last about an hour. Staff try to schedule home visits twice monthly but because staff are also responsible for center-based activities, there is only enough time to do home visits with eight families per month. They give preference to those families who do not have any children in the Even Start preschool classes. Because the staff at La Mesa are only part time, there is not enough time to do home visits with families there.

### Curriculum and Instructional Methods

Parent meetings focus on various issues. Staff work with parents to develop an Individual Family Plan (IFP) at enrollment that captures the family's "goals, dreams, and aspirations." Before developing the plan, a staff member makes a home visit to get a sense of the home and issues such as the number of books and toys available for children, the number of rooms, and whether there is a place for adults to study.

The program receives newspapers each day from local publishers. Over the course of a week, the program receives 100 copies of a Spanish-language newspaper and 120 copies of an English paper. The project has run workshops for parents on how to use the paper and tries to get two pieces of literacy materials into the home each week by sending newspapers home with the children.

Parents also volunteer in their child's ECE classroom. Parents have a choice of where they want to be in the classroom. The staff have designed a form in English and Spanish where parents can check five things that they would like to do in the classroom, including: help carry food, clean tables, clean kitchen, outdoor play, small groups, read to children, play a game with children, work on a puzzle with children, help children wash their hands after eating, help children brush their teeth, or work on computers with children. Staff commented that this variety of activities offers something with which most parents will be comfortable and includes options beyond purely educational activities.

Home Visits. The home visits focus on parenting, parent-child activities and activities just for the child. In a typical home visit, the teacher gives the parent something to read about a parenting issue relevant for the parent. The teacher will engage the child in some form of play activity. A parent-child activity also is introduced (e.g., setting up a costume trunk). The teacher also provides a book for the parent to read to the child.

The teachers indicated that there have been some problems with the home visits, such as parents forgetting, being ill, or simply not opening the door upon the teacher's arrival. In an attempt to improve the chances of having a successful home visit, one of the teachers is trying a new strategy: she is having her home visits in small groups (two to three parents) at the library, with a childcare worker present to take care of the children.

## EARLY CHILDHOOD EDUCATION SERVICES

The primary program for children is a preschool for children ages three to five. Some of the five-year-olds may be in half-day kindergarten and come to Even Start for the other half of the day. For children in school (ages six to seven), Even Start teachers collaborate with school district teachers. In the summer, school-age children come to the Even Start centers for three weeks of special activities.

## An Evening Parent Meeting

The evening parent meeting is led by a bilingual education specialist for APS who is a consultant to the Even Start Program. The topic is music as a form of sharing between parent and child.

The meeting starts at 6:30 p.m. with pizza and punch. At 7:00 p.m., about 25 parents enter the school library, where materials to make musical instruments have been set up at one table. The ECE teachers show parents how to make a simple instrument by placing dried beans in a round oatmeal box. Parents then choose a piece of wallpaper from a sample wallpaper book to cover the box. While parents are making the instruments, the bilingual specialist provides background music on the piano.

When parents complete the instrument, they take seats at round tables in the library. The bilingual specialist recalls for parents the role of music in her own life. She tells how she was introduced to music when she was a child in Mexico by a local woman without any formal music training. She stresses that music can be a spark to cultivate creativity in children and encourages parents to make music more active by singing to their children rather than just listening to the radio. She speaks mainly in Spanish, with English translation for the one mother who does not understand Spanish. She then performs one or two songs, inviting the parents to sing along and use their new instruments.

At 7:30 p.m., there is a brief awards ceremony where a few parents are given t-shirts for perfect attendance. At 7:40 p.m., the children come into the meeting and the parents perform a song for them, reading from a sheet on which the words have been written.

The culmination of the workshop is reading a story that includes a song. One of the children plays the xylophone on cue from the bilingual specialist who accompanies on the piano. As the children return to the Even Start classroom, the parents are asked about the best date for the next parent meeting and reminded of an upcoming Saturday when staff and parents will plant grass in front of the Even Start portable classroom. On their way out, parents help themselves to free copies of a Spanish newspaper that are distributed at parent meetings.

## Frequency and Location of Services

The preschool programs take place at two sites: the Barcelona and the La Mesa elementary schools. There are four preschool sessions at Barcelona. Each child attends two half-days per week: Tuesday and Thursday mornings, Tuesday and Thursday afternoons, Monday and Wednesday mornings, or Monday and Wednesday afternoons. There are up to 15 children in each classroom at Barcelona, although staff report that attendance is very irregular. At La Mesa, there is only one session (Tuesday and Thursday afternoons) with a maximum of 10 children.

Barcelona Site. The Even Start site at Barcelona is in a double-long trailer on the grounds of the elementary school. The classroom is a modern, well-equipped portable classroom adjacent to the Barcelona school building. In addition to the large classroom, the facility has a kitchen area and a staff office. Unlike most portable classrooms, this one has windows. The portable was purchased by the school district, and Even Start staff express great appreciation that it is "a deluxe model." In front of the classroom, a play area has recently been completed that features an oval cement track where the children can ride tricycles.

In the classroom there are several distinct areas labelled in English and Spanish: housekeeping; blocks and a building area, including a carpentry bench; dress-up and dramatic play; storytime area and a library; and a music area equipped with a tape deck, record player, and headphones. There is also an aquarium and a pet hamster in the classroom. A water table and painting easel are set up outside the classroom on the playground and are used during outside play.

La Mesa Site. The classroom at the La Mesa site also is in a portable classroom, but is much smaller than the one at Barcelona. The space is shared with the kindergarten class; for the 1991-92 school year the district will need this room for kindergarten, so Even Start is negotiating to use a local church for one year. The principal of La Mesa wants the program back on the school's campus the following year.

The La Mesa classroom has labels and signs in English, Spanish, and Navajo. Hung around the room are pictures with labels of body parts, colors, and money. A variety of art supplies are on a low shelf accessible to the children (e.g., stamp pad, scissors, pipe cleaners, paper, and pencils). There are several different activity centers separated by shelving or furniture, including housekeeping, music, blocks, a water table, a table with a vise and wood for carpentry, dress-up, and a book corner.

## Curriculum and Instructional Methods

The teachers and aides plan monthly themes for classroom activities that they try to incorporate into as many activities as possible. For example, as part of a unit on safety, classes went on field trips to the fire station and set up a "safety town" in the classroom.

Staff described the daily schedule at Barcelona as follows. After breakfast, children brush their teeth (each child has a tooth brush in the classroom with his/her name on it and a personalized place mat). Classroom activities revolve around small group activities, called "committees," that the children choose. The teacher explains the different activities that children can choose and then holds up a card with a child's name on it and asks the child to put the card on the "choice board" to indicate which committee he/she wants to join. The choice board lists the activities for the day and has five paper clips under each activity; when five children have selected an activity, it is considered full. Staff described this instructional method as providing a structure that few children have at home, while still allowing for individual creativity. Staff read to children several times a day, particularly when the group comes together to choose committees.

The schedule of the La Mesa classroom starts when children arrive on the bus at 12:15 p.m. After lunch is served in the classroom, the children brush their teeth and then have free choice of activities such as the water table, puzzles, or kitchen area. There are usually four adults in the classroom, including the teacher, an aide, and two parents. There is outdoor time, a snack, and more small group time before the children go home at 3:00 p.m.

The project is just beginning to implement take-home computers for parents. There are five computers at Barcelona and one at La Mesa available for parents to use at home and three computers in the classrooms (two at Barcelona and one at La Mesa). The Chapter 1 computer education resource teacher led a workshop for parents and project staff are developing a videotape on using the computers and will have a letter of agreement for parents to sign before borrowing computers. The plan is to have parents and children work together on programs such as MacWrite and MacDraw.

## RETENTION STRATEGIES

The project uses a number of strategies to reward and encourage participation. The free newspapers that families receive are way of supporting literacy activities in the home as well as giving parents something tangible for their participation. Attendance at parent meetings is recognized by giving parents t-shirts and other awards. Transportation to evening meetings as well as food and beverages prior to the meeting all encourage families to attend.

## STAFF

The project has a full time project director who works solely on Even Start and is based out of an office at the Barcelona School. She has administrative support from a full time secretary who also helps out in evening parent meetings.

### ABE Staff

There are five teachers who provide GED/ESL classes--four are paid by T-VI and one works for SIPI. The T-VI staff are part-time teachers, hired for a semester, who have at least a bachelor's degree in a related field in education.

In addition to the teachers, there are two administrative assistants from T-VI who work with the program and observe classes, as well as a dean, who supervises the administrative assistants.

The GED teacher paid by SIPI, who teaches at the La Mesa site on Saturday mornings, has taught elementary school in Indian schools and English and sociology at SIPI. He is a Native American and speaks Tiwa, the dialect of a local tribe. Both of the ESL teachers also are bilingual resource teachers in the school district and have been with Even Start since the beginning of the program.

### Albuquerque Literacy Program (ALP)

ALP tutors generally come from "The Heights," the northern, more affluent sections of the city. It has been difficult to recruit people from the area surrounding the Barcelona site because people are afraid to come to the area for safety reasons. The ALP liaison has done extra recruiting and tried to get tutors from the Valley area by approaching local churches.

Tutors attend an 18-hour workshop that provided basic information about how to teach reading and how to develop a lesson plan, plus a workshop on teaching survival skills to ESL families.

### Parent Education Staff

The parent meetings are conducted by a variety of individuals including consultants contracted by Even Start (e.g., a bilingual education specialist with APS) and the director of the program. Home visits are made by the early childhood teachers.

The director and a teacher from the Head Start program will conduct the Looking at Life sessions.

### ECE Staff

The ECE staff at Barcelona consists of two full time teachers, one part time aide, and one full time aide. At La Mesa, there is a half time teacher and a half time aide.

The two teachers at Barcelona had been teaching in the district prior to Even Start. One was a full-day kindergarten teacher who taught in APS for 20 years; the other taught a Chapter 1 K-1 class and has supervised Home Start aides (a home-based kindergarten supplement). One aide worked with the teacher in the kindergarten class, and the other was a Chapter 1 parent and classroom volunteer.

The present staff at La Mesa are both relatively new. The ECE teacher also leads the GED class at La Mesa and started teaching the ECE class in mid-March when the previous teacher moved to Germany. The aide has been in the classroom since January, when the previous aide left to complete her teaching credentials.

There are several ECE child care workers who provide child care during parent meetings and GED/ESL classes. They all are part time, hourly workers. Two of these women are certified ECE teachers from Mexico.

### Training

Fridays are set aside for staff meetings and staff development. The eight staff members paid through the grant (three ECE teachers, three ECE aides, project director, and secretary) meet to do problem-solving and paperwork.

Once or twice a month there is some sort of inservice training. For example, one week two of the teachers attended a bilingual conference. On another Friday, there was a special parent meeting lead by a woman from a domestic violence shelter. A bilingual education teacher from the district meets regularly with teachers and the project director to help them with Spanish literacy (most staff are bilingual in spoken, not written, Spanish). Early in April, one staff meeting was devoted to infant-toddler growth and development. In October of 1990, the three ECE teachers attended a week-long training session in Louisville on the Kenan model.

The project director leads a lot of the in-house training, since this is her background. About every 6 weeks, she discusses child abuse and neglect. In addition, she regularly does a lot of brainstorming with the staff at Barcelona and tries to get to the La Mesa site once a week.

## CONCLUSIONS

### Impact on Schools

There are new programs or services in the school that seem to be a result of the Even Start program and the project director's collaboration with the ECE community. She indicated that the district had Title VII and Special Ed preschools prior to Even Start, but that as a result of the program, there will be two Head Start classrooms in the district next year. The district also is considering applying for a joint grant with Head Start for family literacy programs.

The project director's previous experience with Head Start also had an impact on the school's food program. The district was not aware of the Child Care Food Program, which she knew about from Head Start. The project director got CCFP money for snacks in Even Start, and now the district also accesses these funds for their ECE programs.

### Aspects of Program Important for Success

The project director indicated that transportation and child care are critical aspects of the program.

The ECE teachers felt that sharing with parents in an open and honest way is most important for the program's success. Also, the community involvement and collaborations being built by the project are critical aspects of the program.

## Challenges Faced by Program

The project director commented that the ABE was the weakest part of the program and needed the most work.

The ECE staff commented that it is difficult to handle both the center and home-based activities. In addition, they said that the paperwork from the national evaluation is "overwhelming."

# READING, PENNSYLVANIA

## OVERVIEW OF THE PROGRAM

The Reading Even Start Project offers activities for parents and children at four community sites. Three sites are in elementary schools: Thomas Ford, Amanda Stout and Glenside Elementary Schools. The fourth site combines classes at the Reading Area Community College (RACC) and Lauer's Park Elementary School. The project is administered jointly by the school district and RACC.

The adult education component includes both ABE and ESL instruction. Parents attend classes while their children are in the Even Start early childhood education component. Classes are offered in the morning or afternoon three or four days a week, depending on the site. The project serves children in the full range from ages one through seven, and all of the ECE classrooms have mixed age groupings.

Parent education takes place during parent discussion groups, parent-child time in the ECE classroom and home visits. In three sites, the parent groups are incorporated into ABE classes; for parents who attend RACC for ABE, parenting is offered as part of the ECE classroom.

The project targets four of the six Chapter 1 schools within the Reading community, two of which are connected to public housing projects. Participants who live close by are able to walk to the sites; however, Even Start has a van that provides transportation for those who live further away and for special events such as field trips and evening parent meetings.

As of the spring of 1991, there are 44 families participating in the program. Approximately 90 percent of the Even Start participants are Hispanic. Each site has adults who speak little or no English; for most of these, their native language is Spanish, but there are a few Afghani participants as well. The range in educational experience among adult participants is from those with only elementary school experience to those who completed tenth or eleventh grade.

## CONTEXT FOR EVEN START

Reading's population is approximately 76,000. In the city, the population is 24 percent Hispanic; the student population in the schools is 33 percent Hispanic. School personnel estimate that half of the adults in the city have not earned high school diplomas and 18 percent have not finished elementary school.

The Reading Public School system has 12,000 students and 17 schools (12 elementary, 4 middle and 1 high school). There are six Chapter 1 schools and a Chapter 1 allocation of $3 million. Approximately 45 percent of the students are eligible for free or reduced-price lunches.

The district dropout rate is 8.2 percent, which district reports indicate is almost three times the state average. The dropout rate among Hispanic students is nearly 50 percent.

Reading Area Community College (RACC) is the chief provider of ABE in the area. The school district was the principal sponsor and funding source for RACC from 1972 until July of 1991, when the county assumed primary financial sponsorship. RACC provides a range of courses for adults and offers on-site child care, but slots are limited.

The district offers prekindergarten and kindergarten classes at all schools. Early childhood education is also provided through Head Start.

## ADULT BASIC EDUCATION SERVICES

### Frequency and Location of Services

Adult education is offered at four different sites: Amanda Stout, Thomas Ford, and Glenside elementary schools, and at Reading Area Community College (RACC). Each site provides between five and six hours a week of adult basic education, spread over two or three days.

At the three elementary schools, the classes are for Even Start parents exclusively. However, the adults who take classes at RACC do so as part of the regular ABE courses that include other adults from the community.

### Curriculum and Instructional Methods

The curriculum is competency-based around the CASAS competencies. Other books, such as pre-GED textbooks, literature, and computer software are supplementary to support the competencies. The Even Start adult classes uses a whole-language and functional instructional approach.

One teacher has a number of ESL students who want to learn English grammar, so she uses the text "English Step-by-Step" and spends some time each day on grammar. She also has students write in a daily journal about topics of their choice. Other classroom activities include use of children's books, such as "Big Books," work on computers, and regular visits to the library.

Another teacher divides the class into three groups: pre-GED instruction, beginning ESL, and intermediate English. Texts include commercially available materials provided through RACC as well as computer programs, math textbooks, and literature.

### An Adult Education Class

The adult education classroom at Amanda Stout, which is next to the children's classroom, has several rectangular tables where parents work. Five or six women are working on a monthly newsletter. Two women are sitting together at one table writing their stories out on lined paper and referring to the dictionary placed on the table between them for help with spelling. Another woman is working on an Apple computer, entering her story and selecting the graphics to accompany the words. The women are chatting in Spanish but writing in English. The teacher moves from one table to the next, offering help and suggestions to the adult learners.

On the wall of the classroom there are sample stories from previous newsletters. Parents write about outings with their children and weekend visits to family members, illustrated with pictures of butterflies and kites. Other articles include personal descriptions and family recipes. All of the articles have by-lines or closing statements identifying the authors.

Classes offered at RACC are directed toward one subject or competency area. The curriculum and instructional approaches used by RACC reflect a mix of commercially available and locally developed material. The instructional approaches vary depending upon the needs of the students and the type of class offered.

## PARENT EDUCATION SERVICES

### Frequency and Location of Services

Parent education classes are held at the four Even Start sites, with the schedule varying somewhat by location. For example, at Thomas Ford and Glenside, parenting classes are offered for one half-hour three times a week; at Amanda Stout, classes last one hour and are held three days a week. For parents who attend ABE classes at RACC, parenting and parent-child activities are combined and held at Lauer's Park Elementary School for 1.5 hours twice a week.

Parents join their children in the ECE classrooms for Parent and Child (PAC) time for 30-45 minutes three times a week. Parent-child activities also occur during the home visits. The home visitor conducts between one and four visits a day; the average home visit lasts between 45 and 60 minutes.

In addition to the regularly scheduled activities during the week, there are larger parenting workshops offered by the district two or three times a year at the Reading Education Center.

### Curriculum and Instructional Methods

Parenting Classes. The goals for parenting classes include helping parents work with their children at home and to learn how to better care for their children, how to read to their children and how to choose books for their children. Materials include booklets such as those available from a doctor's office or health clinic about child development. The teachers also use filmstrips available in Spanish and English; some of these have companion cassettes for parents to listen to later and use as a way to discuss issues. Other activities include discussions and "make and take" sessions relating to activities in the children's classroom. Staff indicated that parenting time is when they relate to parents' needs and pay attention to their concerns. For example, parents often need help with practical skills such as talking to a doctor or writing a check. They also try to get parents talking among themselves so that they can help each other. Group discussions can also revolve around the themes used in the ECE classrooms.

At Glenside and Lauer's Park, parenting classes are offered to Even Start and non-Even Start families through the FOSPA program (Family Oriented Structured Preschool Activity) program. FOSPA, disseminated through the National Diffusion Network, includes parent-child activities, parental observation of children in the classroom, and parent discussion groups.

Parent-Child Activities. The early childhood and the adult education teachers jointly develop the curriculum during staff meetings early in the year. The specific themes then become the starting points for parent and child (PAC) time. The activities initiated during PAC time are generally activities that parents can do with their children at home. For example, parents and children may sing together or do "finger plays". Another activity during PAC time is called DEAR (Drop Everything and Read), where parents to their children for 15 minutes.

Even Start also takes families on field trips. For example, parents and children went to Pizza Hut, where they made their own pizzas. Other field trips have included going to the library to get a library card, going to a farm, and going to a zoo.

Home Visits. The home visitor has a kit of writing and reading materials such as a ruler, scissors, crayons, books, alphabet charts, paper, glue, rhymes and poems. All print materials are in both Spanish and English. Each biweekly home visit starts with an activity using the materials in the kit, with the activity being an extension of the themes established by the ECE teachers.

## EARLY CHILDHOOD EDUCATION SERVICES

### Frequency and Location of Services

Early childhood education classes are held at the four Even Start sites. The schedule varies somewhat based on the availability of space at each location. Two of the sites offer ECE programs in the afternoon from about noon to 3:00 p.m.; the other two sites have morning programs from 8:30 a.m. to 11:30 a.m. or 12:00 p.m. Across the sites, classes are held either two or three days a week.

At the three elementary school sites, the ECE classrooms are located adjacent to the ABE classes. At RACC, the early childhood classroom is on the ground floor of the main classroom building and adults might take classes anywhere in the building. In each site, there is one classroom for the children. The classes are mainly geared for preschoolers, but child care also is provided for all younger siblings. Thus, each classroom has at least one crib or playpen where children who are one or two years of age can sleep or play.

At the Glenside site, there are 17 children enrolled with about 10 children attending regularly. This includes two infants as well as children up to age 6 (older children are in a morning kindergarten and come to Even Start in the afternoon). At Thomas Ford, there are 8-9 children from ages 1 through 5 who attend regularly. At RACC, there are 19-21 children enrolled. At Amanda Stout, there are 14 children enrolled, primarily ages three and four.

Classes at Amanda Stout and Thomas Ford are dedicated Even Start sites. The area at Amanda Stout is in the basement of the school in a room created in January of 1990 specifically for the Even Start classroom. The ECE classroom has several tables where children can work on activities. There is a book corner and a kitchen/house area. The room also has a piano, a couch and a rocking chair as well as portable cribs for the younger children. Children's pictures adorn the walls and there is a small bookcase that holds classroom materials. There is a large box with caterpillars that is part of a science project where children are watching the stages of development until the caterpillars hatch into butterflies.

The ECE classroom at Thomas Ford has housekeeping, music, and reading areas. There are also "cubbies" for children's belongings and a small kitchen area. An Apple computer and software has a prime location near the front entrance of the classroom. There are "Big Books" displayed in the classroom and nursery rhymes decorating the walls. The classroom also has a piano and a large tape player that provide background music as children work. There is an alphabet chart, puzzles, lotto and matching games, and a variety of writing materials available for children to use.

At Glenside, Even Start shares a classroom with a prekindergarten class because of lack of available space. As a result, the Even Start teacher has to pack up the classroom at the end of each day. She keeps all of her supplies in a large cart that is kept in the hallway outside of the classroom; the bulletin board is stored under the nearby staircase overnight. This means that all activities have to be put away each day, which the teacher reports is a disincentive for children to really get involved in projects. Also, she cannot decorate the classroom according to themes or show children's work.

Space at RACC is shared with the kindergarten class there. Since the kindergarten class ends at noon, at the same time that Even Start classes begin, there is very little time for the teacher to set up materials. An area of the room must be blocked off to keep the young Even Start children away from materials that are not appropriate or safe for small children.

### Curriculum and Instructional Methods

The early childhood curriculum is based on themes such as: "I'm glad to be me", the family, seasons and weather, farm animals, special days, senses, growing things, feelings and make-believe friends. These themes were developed in collaboration with the former ECE director in the district. Even Start staff also have identified thirteen units for early childhood education, including: self, home, and the environment; health habits; family, community, and people; parts of the body; articles of clothing; food, utensils, and nutrition; numbers and colors; senses; days of the week, months and seasons; directional vocabulary; math concepts; thinking skills; and holidays.

At the beginning of the school year, teachers develop lesson plans. However, teachers noted that things never go exactly as planned, and that it is difficult to predict that they will spend exactly 15 minutes on a particular activity. They tend to "over-plan" (i.e., have more activities than they think they will need) so that if an activity takes less time than planned or does not work, they will have alternatives available. The lesson plans also serve as a guide for the classroom aide, if the teacher is out sick. The lesson plans list general goals and time schedules for the classroom, with space to add specific activities, staff responsibilities, and the associated theme.

The lesson plan for one of the ECE classrooms starts with a half-hour of free choice play, followed by breakfast eaten in small groups. During "shared language time," teachers and children will read and sing songs together to increase children's oral language, learn to recognize letters and develop self-confidence. The next activity for the morning is art, where children have a chance to use art supplies, learn to cut, color, glue, and so forth while completing art projects on a particular theme (e.g., making bugs using stamp pads and thumb prints). After art, twenty minutes are set aside for DEAR (Drop Everything and Read) to get children into the habit of reading for enjoyment and imitating the teacher who is reading. After a morning snack, the class plays active games such as "Hokey Pokey" or "Simon Says"; when the weather permits, the children go outside for these activities. After the active games, children have another opportunity for free choice among activities such as working with Playdough, color links, stringing beads, or using the computer. The morning ends with another shared language time, followed by PAC time with their parents.

The curriculum is affected by the varied ages of children in each of the classrooms. The teachers try to include in activities all children who will sit and do tasks. Some activities are geared toward the preschool children, others are adapted according to the child's age. For example, teachers will let the older children cut their own materials, but will pre-cut those for younger children. Teachers admit that it takes time to adapt activities to the various age ranges in their classrooms.

## RETENTION STRATEGIES

The biweekly home visits represent the project's most significant retention strategy. The home visitor visits each new family shortly after enrollment and every other week thereafter.

She also makes referrals to social services. In addition, Even Start teachers notify her when a parent or child misses a session and she calls immediately. When she is in the office, she spends much of her time on the telephone, checking in with parents.

The project's van driver also seems to play an important role in relating to families. As a Spanish-speaking woman who lives in the Reading community, she provides more services than simply transportation. Her responsibilities also include administrative tasks such as conducting exit interview with families for the national evaluation. By her own account, she often tries to convince the families of the value of program and encourages them to stay.

The project also has a Parents' Council that consists of two parent representatives from each school. Meetings are generally held every two months with the program administrative aide/van driver and the home visitor. The Council gives parents the chance to discuss the project, express their concerns, and offer suggestions. For example, parents at one site wanted the children to have milk for breakfast so the project installed a small refrigerator in the classroom. Parents at another site were concerned that they were losing time in ABE classes because they had to travel between the site for ABE and the children's classroom where parenting groups were held. As a result, the ABE and parenting classes are now held on alternate days so that parents do not lose time traveling back and forth.

Weekly staff meetings to discuss individual families provides the staff with information about families that allows more individual retention strategies to be planned. Teaching staff at each site meet with the project director and the home visitor for a half-hour to discuss "anecdotals" on each family. Anecdotals are social milestones and significant events for children and families (e.g., child is still crying when mother leaves, child participates in circle time, child can tie shoes). Staff instituted this practice to remain aware of families' progress in a more comprehensive way than a simple checklist, for example, would have allowed. At first, staff wrote the anecdotals in the meetings but found that took too much time. Now, they write the notes before the meeting and discuss them as a group during the meeting.

## STAFF

There are thirteen staff members paid by the Even Start grant: a full time project director, a full time home visitor, three early childhood teachers, three adult educators, three classroom aides, a van driver, and a part time secretary.

### Adult Basic Education Staff

The three Even Start adult education teachers are all certified teachers. Two are certified as secondary language teachers and the third is certified in early childhood and elementary education and majored in Spanish. All three have experience working with adults and prior experience with either RACC or the school district. Two of the teachers have worked with Even Start since the spring of 1990; the third began at Even Start in October of 1990.

In addition to the ABE teachers paid through Even Start, the project also includes teachers who work at RACC. These teachers also are certified, which is a state requirement.

**Parent Education Staff**

The parenting classes at Amanda Stout, Glenside, and Thomas Ford are run by the Even Start ABE teachers. At Lauer's Park, classes are led by the Even Start ECE teacher and aide who are paid through the district's FOSPA program.

The home visitor also provides parenting information. The current home visitor has been on staff since late March 1991. Her background includes nearly 10 years of experience as an employment training case worker; she is bilingual in English and Spanish.

**Early Childhood Education Staff**

Two of the ECE teachers have previous experience teaching preschool and one taught kindergarten for several years before coming to Even Start.

The three classroom aides are all Spanish-speaking. Two had experience in other early education programs (one is a certified elementary teacher from Mexico); the third aide is a former Even Start participant.

ECE staff are all part time employees who are paid on an hourly basis and receive no benefits such as vacation days, holidays, or medical insurance.

**Training**

There are general meetings with staff from all sites twice per session (there are three 10-week sessions per year). In addition, there is a staff orientation at the beginning of the year when all staff plan the themes and activities for the year. This training lasts three full days; on the last day, the ECE teachers work at the district's resource center. Although most training is in-house, staff members do occasionally attend conferences or workshops elsewhere.

Every two weeks, the ECE teachers get together to plan classroom activities, make games for classroom use and "brainstorm" with each other. They meet at the district's resource center where they can use die-cut machines and other equipment as well as resource books and materials. Teachers spend some time planning activities with the classroom aides on a daily basis (15 minutes before class and 15 minutes after class), but aides are not part of these biweekly planning sessions.

## CONCLUSIONS

### Impact on Families

Staff have seen changes in parents' behaviors, including working more with their children on school readiness activities such as colors, numbers, and letters. School district staff have reported that Even Start parents are becoming more involved in their child's education.

### Aspects of Program Most Important to Its Success

The project director indicated that the most important aspect of the project is the staff. As she stated, "if the team works well, that makes the difference for the program." She feels that the staff meetings contribute to staff working well as a team. Also, they have worked hard to develop an early childhood curriculum in collaboration with the district's former early childhood curriculum specialist. Involving the teachers in the development of the curriculum was a key element. Support from the building principals also is important for the success of the program.

One of the aides commented that one reason families stay in the program is because there is someone who speaks Spanish. All of the aides are bilingual as are the home visitor and the van driver. In addition, the three ABE teachers and the project director speak some Spanish.

### Challenges Faced by the Project

Two challenges for the project that were identified by staff include the amount of information to be covered in the ABE curriculum and the range of ages that the ECE teachers work with in the same class. One ABE teacher described herself and the other teachers as a "Jack of All Trades" who teach ESL, ABE, and parenting to a heterogeneous group of adults.

The ECE teachers noted that working with a wide range of ages is particularly challenging, and they would like "more hands" to help with the younger children. In general, the teachers seemed to feel that having mixed age groups takes time away from preschool activities.

Space also presents a challenge because space is shared at two sites, which limits teachers' ability to design the space and activities as they would like.

# ESTILL, SOUTH CAROLINA

## OVERVIEW OF THE PROGRAM

The Estill Even Start project, called Parents and Children in Action (PACA), is structured sequentially in four cycles. Each cycle has a different emphasis: Cycle 1, offered during October and November, focuses on parenting; Cycle 2 runs from November through January and provides Life Skills; Cycle 3 provides computer skills and literacy/GED training from January to June; and Cycle 4 is the summer program offered during June and July that features all-day family events every other Saturday and arts and crafts, reading, and math games every Monday. The Even Start staff conduct monthly home visits to check in with families and share instructional materials.

The project focuses on children who are four and five years old. Children attend either district kindergarten or Head Start classes while their parents participate in the various 9-week segments. Transportation and meals are also provided.

As of the spring of 1991, there are 63 families participating, with 143 children across the full Even Start age range. The project serves families who live in several towns spread over a 30-mile radius in Hampton County, including Estill, Garnett, Scotia, Luray, Lena, Gifford and Furman, South Carolina. Participants range from young mothers to grandmothers who may be primary caretakers. Many adults work at minimum-wage jobs at the Hilton Head resort area, leaving home by car or bus at 5:00 a.m. and returning at 6:00 p.m. in the evening.

## CONTEXT FOR EVEN START

The Estill Even Start project is operated by the Hampton County School District #2 in a rural area of South Carolina that is listed as first or second on most state lists of educational and economic need. The entire county is designated as a Chapter 1 catchment area and 95 percent of the children are eligible for free or reduced-price lunches. The school system is experiencing some growth, increasing from a student population of 1,438 in 1989 to 1,511 in 1990-91, resulting in space problems at each school building.

Head Start is the only preschool available to children in the district. The district offers GED preparation through its Adult Education Division in an evening program held at the middle school. Under the direction of the current superintendent, the district has begun a workplace literacy initiative in which any district employee without a high school diploma (including cooks, custodians, maintenance, drivers, etc) can participate.

The community lacks social service and other resources. Many school-aged children live with their grandparents because their parents have gone elsewhere seeking employment. Illiteracy is a widescale problem in the area, with an estimated 37 percent of the county's adults suffering from illiteracy.

## ADULT EDUCATION SERVICES

The adult basic education program is offered during two of the four program cycles, and consists of: (1) an adult literacy program, exclusively for Even Start parents, which uses the IBM PALS program and (2) pre-GED classes that are part of the district ABE program. Even Start parents can study for a GED or earn a high school diploma through the district's evening program.

### Frequency and Location of Services

The Even Start PALS lab instruction takes place during two nine-week cycles. The evening sessions, which run from 7:00 p.m. to 9:00 p.m., are offered twice a week during the school year. The first hour of each evening starts with a dinner where parents, children, and staff eat together.

Some adult education courses are held in an Even Start temporary classroom, and the PALS adult literacy computer center is in the temporary classroom near the district offices. It is a large room with eight computer stations set up on tables on one side of the room, and shelves lined with materials opposite. There are three large round tables with chairs. The space itself is shared with Chapter 1.

The district ABE schedule begins in September and concludes on May 31st, with open entry/exit during the academic year. No ABE is offered during the summer. The district's adult basic education classes are help in the middle school in a regular classroom at night and at the computer lab in the elementary school.

### Curriculum and Instructional Methods

Literacy and GED Instruction. The PALS curriculum is used for literacy instruction. It is a 100-hour program designed to be used for an hour a day, five days a week, for a period of 20 weeks. On shelves in the PALS lab are various health and consumer math series and some language arts and literature books. The PALS phonemic chart and objectives are mounted on the wall. In addition to the PALS, the director of a computer lab makes special diskettes of skills programs and games for parents and children to use.

The pre-GED and GED preparation course uses workbooks and a computer program, Steck-Vaughn 2000, and ends by awarding an equivalency certificate. The Evening High School program uses high school texts and is based on completion of 21 Carnegie unit credits and awards a regular high school diploma.

Both the computer and academic instruction are taught similarly. Students work individually, and sometimes in pairs, on the PALS curriculum. The Pre-GED and GED classes are taught to groups but individualized to each student according to ability.

During the computer cycle, one teacher works with the adults on Monday evenings while caretakers watch the children. On Wednesday nights, computer activities are done with parents and children together. The parents and children are divided into two groups, and one visits the library while the other uses computers in the elementary school lab. Parents and children work together on MECC software, including numbers and letters. Sometimes the parents and children are mixed up so that adults have the opportunity to see how other youngsters behave.

Life Skills Program. The life skills, or second cycle, is taught using a MECC software program, by bringing in outside speakers, and by using role playing. Each year some new topics or modes of presentation are added; most recently, videos have been added. The curriculum is designed to improve self-concept and provide parenting as well as functional skills like job skills and preparing for work. Topics include: job attitudes, resumes made easy, study to succeed, positive parenting, filling out job applications, job interviewing, successful test taking, reasoning skills, and building memory skills. While using the computers, the students complete teacher-selected exercises and drill-and-practice routines and then return the diskettes to the teachers. Keyboarding and touch typing also are taught.

## PARENT EDUCATION SERVICES

The PACA project begins its cycles with parenting activities designed to capitalize on parents'.common experiences and questions. Parents attend evening meals twice a week with their children. After the meals, parents participate either in sessions with their peers while Even Start provides child care or in sessions for parents and children together.

### Frequency and Location of Services

Parenting classes are offered formally during the first cycle, from September through November, and informally twice a week, in the shared evening meals. All activities occur at the Estill Elementary School campus or at home during the monthly home visits.

### Curriculum and Instructional Methods

Parenting Classes. The curriculum includes the Systematic Training for Effective Parenting (STEP) program, Dorothy Rich's Megaskills Program and the Parenting Renewal program (PR). Megaskills are the values, attitudes, and behaviors that can help determine a child's achievement. They include confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense, and problem solving. Parents are divided into two different groups for parenting--one for parents of children aged one to five, the other for children aged five to 12.

PR was developed by the Clemson University Cooperative Extension Services in South Carolina, and is based on research on how people are affected by their parents. PR is divided into two segments for understanding children from one to five years and five to twelve years. Each segment has nine topics as follows:

For parents of children one to five years of age

Overview
Readiness: Guiding Development
Esteem: Facilitating a Heathy Self-Concept
Nutrition: Developing Good Food Habits
Empowerment: Achieving Self-Discipline
Wellness: Keeping children Heathy and Safe
Adaptability: Coping with Parenting
Listening: Communicating with Children
Supports: Seeking Help

For parents of children five to twelve year of age

Overview
Readiness: Guiding Development
Empowerment: Achieving Self-Discipline in Children
Nurturance: Building Healthy Self-Esteem in Children
Education : Helping Children Succeed in School
Wellness : Keeping Children Safe and Happy
Awareness: Developing Values
Lifestyles: Adapting to Change
Supports: Seeking Help

Instructional methods include parent discussions and workshops. Parents are asked to indicate topics of interest, which have included drug use, mental health, and discipline. Some fathers come in the evenings because they are interested in computers.

Home Visits. Home visits are made once a month and last about an hour. They are usually scheduled on weekday afternoons. Both the project director and the project social worker make visits, sometimes going to a home together for safety reasons when the location is very remote.

The purposes of the monthly home visits are threefold: to introduce staff members as well as the Even Start project to prospective participants as part of ongoing recruitment efforts; to check in on currently participating families to see how they are doing; and to visit families when teachers or project staff have concerns about the family. The content of the visits focuses primarily on conversation, and secondarily, on giving families a book or tape.

Most visits are fairly brief and serve to remind parents that project staff are concerned about how they are doing and what is going on in their lives. Materials are exchanged at every visit but usually the topics of conversation are about personal issues and concerns.

### A Home Visit

Like most visits, this home visit takes place in the afternoon. The home visit is to a woman who had missed class earlier the same day. Ms. Hardee and her family live in Estill's public housing project, a cluster of small two-story buildings with eight or ten apartments each. She is a 25 year-old black woman with two children, a two-year-old boy and a four-year-old girl.

The visit focuses on Ms. Hardee's health and a recent visit to her doctor. The project's social worker discusses the importance of a healthy diet for adults as well as children, asks Ms. Hardee about her upcoming medical plans, and discusses her attendance at Even Start classes. Then the social worker picks up a tote bag containing a story book, a cassette recorder, and a tape, and asks that Ms. Hardee sign for the bag and exchange materials from a previous sign-out.

Next, the social worker asks about Ms. Hardee's neighbor, who had recently expressed interest in Even Start. The remainder of the visit focuses on the neighbor, who the social worker interviews about the ages of her children and whether she has finished high school. The neighbor is invited to attend that evening's supper and parent-child class to see what the project is like. The entire visit lasts about twenty-five minutes.

## EARLY CHILDHOOD EDUCATION SERVICES

The project targets 4- and 5-year-old children and collaborates with the district or Head Start for children to attend preschool or kindergarten programs.

### Frequency and Location of Services

Preschool and kindergarten classes are held at the elementary school and Head Start classes are held at the Head Start site. There is one full-day kindergarten class; the other kindergarten and preschool classes run half-day sessions (5 days a week during the school year).

District preschool and kindergarten classes are in classrooms at the elementary schools or portable units outside the main school building. The classrooms are organized into areas including housekeeping, music, drama, storytime, kitchen; have access to a playground; and have a television and VCR. The preschool classroom we visited has two computers. The district kindergarten uses the computer program "Writing to Read" during the last nine weeks of the school year.

### Curriculum and Instructional Methods

The preschool curriculum is modeled on High/Scope, with key experiences and child-centered learning. Objectives include gross and fine motor skills, colors, shapes, and letters, and placement concepts as well as conduct and work performance skills. The child-adult ratios are 12:1.

The kindergarten teachers follow state-determined objectives that are similar to the objectives of the High/Scope approach. These include gross and fine motor skills, visual and auditory memory, and discrimination, expressive language and listening skills, classification, comparison, and sequencing, conservation of numbers, and several emotional and interpersonal objectives.

## RETENTION STRATEGIES

Retention strategies for the program rely heavily on personal contact from the project director and the social worker who travel around the community knocking on doors to recruit families and encourage them to continue in the program. In addition, flyers and a weekly educational radio program put on by the district act as ways to attract and retain families.

Parenting classes are one of the more popular topics for parents, which is why it is the first cycle. Staff feel that it attracts parents and acts as a draw into other cycles.

The provision of evening meals and transportation to and from Even Start activities also help maintain families' participation in the project. In addition, home visits serve to remind parents that project staff care about them and will listen to their concerns. The project will also help arrange social service or medical appointments, and will sometimes provide transportation for families. The evening child care also is a key factor as parents can attend classes while their children are in the same building.

## STAFF

There are three full time Even Start staff: the project coordinator/director, a social worker, and a secretary. The coordinator, who has taught within the district for 20 years, is a former first-grade teacher.

### Adult Basic Education

The Even Start adult education staff includes six teachers, all of whom are certified. Only those teachers who work with parents at the elementary school site are paid through the Even Start grant.

The teachers who work for the district's adult education program are paid by the district; this includes five part-time teachers employed in the middle or high school. The PALS lab is conducted by a retired teacher, who also teaches typing.

### Parenting Education

The staff for the parenting include two teachers, both of whom teach full time in the district. One teacher oversees parenting for families whose children are between one and five years of age and the other is in charge of topics for the five-12 age range.

### Early Childhood Education

Staff consist entirely of district-employed elementary and early childhood teachers. There are three kindergarten and two preschool teachers. Each classroom has an aide as well.

The project also uses four specially trained high school students, called caretakers, to provide child care for children who are too young to be in preschool (or kindergarten) while their parents are taking classes. The caretakers work during the evening sessions and during the summer. In addition, there are three van drivers who also work in the kitchen.

## CONCLUSIONS

### Impact on Families

The staff pointed out that this year there were only two "readiness" classes--children who score below state-mandated cutoff scores on an achievement test are placed in readiness classes instead of first grade--when there had been three in the previous year. Staff believe that Even Start had some impact on children's preparation for school. Other factors cited as evidence of success are that the families are neater and cleaner now and some are receiving social services for which they were eligible but had not previously applied.

An unanticipated effect is that parents are feeling more positive about school. They are coming to PTA meetings more often, for example, and are speaking to teachers about their children. Parents are now bragging about their kids to each other, which is a new behavior. The parents are pleased because they know the program provides experiences that will help their children pass the state test, and they do not want their children to be in readiness classes.

### Aspects of the Program Important to Its Success

The success of the program is attributed to several factors, including the hot meal for the families, the transportation, and the child care offered. Staff doubt that participation would be maintained without these support services. The social worker also provides an important link to families. In addition, the summer program is an incentive for parents to participate.

According to the evaluator and the coordinator, the most important part of Even Start is the parenting component because the other components all existed before Even Start came into being. The project coordinator summed it up this way: "Handle the parents with respect and love, not as children, but as adults. This is a definite key to success. Once parents feel trust, you can get a lot out of them. They are looking for love and praise themselves; they did not get it as children and that affects their own parenting. Sometimes they have more fun doing the activities than the children. Having the parenting cycle first is good: people can express themselves on this subject and discuss it with others."

The relationships with the school district also contribute to program success. The superintendent visits the program frequently, and the school board is very supportive, as are other administrative staff.

## Challenges Faced by the Project

Two continuing challenges for the program include finding and funding a dedicated site and getting a dedicated van to transport parents to Even Start activities. At present, the need for the program exceeds capacity. However, staff feel that transportation is the greater problem. The program has use of two vans, one of which is the district's, but it really needs a third van. Because the vans need to make two trips to accommodate all of the participants, adults are getting to classes late and missing instructional time. Some staff will transport families in their own cars.

# RICHMOND, VIRGINIA

## OVERVIEW OF THE PROGRAM

The Richmond Even Start project provides adult education and early childhood education in the Richmond Adult Career Development Center (ACDC). Parents come to the site with their children Monday through Thursday from 8:30 a.m. to 2:00 p.m.

Adult education includes instruction in writing, English, reading, math, and science. Parents visit their children's classrooms every day to do activities together as part of Parent and Child Time (PACT).

The ECE component of Even Start is run by the Richmond Early Learning Center (RELC), a non-profit human service agency that serves children of parents in school or job-training. The early childhood program is based on the High/Scope curriculum includes classes for children ages two through four. In the summer, older siblings also attend activities at the Even Start center.

All instructional activities are center-based; the project has implemented home visits primarily as a recruitment and retention strategy.

As of June 1991, 40 children in 37 families are enrolled in the program. The participants are primarily young (in their 20s and mid-30s), single mothers, most of whom are black, and most of whom are on AFDC or other public assistance. Some are recent immigrants from the Caribbean islands. The schooling experiences participants have had vary, with some parents having a high school education, others never having finished elementary school, and some are special education students.

## CONTEXT FOR EVEN START

The Richmond Public Schools is an urban district with 36 elementary schools, 8 middle schools and nine high schools (six comprehensive schools and three alternative high schools). The district is divided into northern and southern sections by the James River. According to the school district's annual report, there were nearly 27,000 students in prekindergarten through grade 12 in the district during the 1989-90 school year, when the present superintendent took over. Approximately 66 percent of children are eligible for free or reduced-price lunches. The student population in the district is 90 percent black, compared to the overall population of Richmond which is 60 percent black.

The school district and city are quite involved in literacy initiatives. The Junior League has just started a program modeled after Even Start, for which they have asked the school district to hire and train staff. The Literacy Foundation of Virginia (started by the previous governor's wife) in partnership with the school district is one of five locations nationally to win a Toyota grant through the National Center for Family Literacy. There are now three Toyota sites in Richmond located at elementary schools.

The district also provides adult and vocational education at several sites in the city, including the Richmond Technical Center, which operates both a day and night program; the Richmond Career Education Center, which serves special needs students; and the Adult Career Development Center, which houses a variety of alternative educational programs and employment training programs.

Early childhood programs are offered through the school district and Head Start. The school district has added one major goal for the 1991-92 school year--to start a comprehensive preschool program so that every four-year-old is enrolled in some type of educational program. The school district also is looking to expand Head Start, which presently has locations in schools and community action programs.

## ADULT BASIC EDUCATION SERVICES

### Frequency and Location of Services

Adult education instruction is offered four days a week for approximately 3.5 hours a day at the Adult Career Development Center (ACDC) building in Richmond. The program runs from September through July.

The adult classrooms are upstairs from the early childhood classrooms. On one wall there is a list of team names that parents have selected, including: "Silk Bookworms," "Jet Sets," "Untouchables," and "Winners." Under their team name, parents sign in when they arrive.

The classrooms used for adult education are print-rich, with pictures, maps, and vocabulary words on display. The bookshelves hold reference books, textbooks, workbooks, and literature books. Students sit at large group tables, and the rooms each have a couch. The classrooms used during the school year are different from those used in the summer in order to have air-conditioning.

### Curriculum and Instructional Methods

Each day begins with 30 minutes of "Life Lab," where students and teachers read and discuss the newspaper together.

After Life Lab, the class splits into three study groups of 8 students for academic classes in reading, English and math/science. There are two 45-minute classes in the morning after Life Lab, followed by 45 minutes of PACT time. After lunch there is another academic class. The last 45 minutes of the day vary to include science, literature, geography and parent education. The groups are deliberately heterogenous, and the classes integrate collaborative learning, peer tutoring, and individual reading and writing.

## Adult Education Activities

Parents start the first half-hour of the day in "Life Lab", where they read the morning paper. The class is divided into three groups, each with four or five women sitting around a table. Every adult has a copy of the Richmond daily newspaper and each table has a dictionary. There is a large coffee pot on one side of the room and the adults help themselves to coffee.

The groups discuss different issues presented in newspaper articles. At two of the tables, adult education teachers serve as facilitators. At the third table, the Even Start adults are running the discussion themselves because one teacher just left on maternity leave last week. As one group reads an article about taxes, the adult education teacher offers information about different types of taxes and the uses of this money for public services. Another tables is reading an article about a local crime. Morning discussions may range from current events, such as these, to comments about sales or coupons at local stores.

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Seven women are sitting around a rectangular table with one of the ABE teachers. They're taking turns reading aloud from a xeroxed copy of the play, "Brian's Song." One of the parents had seen the movie and recommended it to the class, and on the previous day, the class had watched a videotape of the movie. Each woman reads a paragraph or so. Some read easily and others more hesitantly, and the group is patient as one woman sounds out words very slowly and carefully. As they read aloud, they stop to talk about how things are presented differently or similarly in the film and in the play's script. The teacher also points out the stage directions and explains their meaning.

There is not a structured or pre-established curriculum; the teachers draw from whatever they can find that suits the learning needs of their students. Reading and literature classes use classical drama such as Antigone, Oedipus, and Mid-summer's Night Dream; modern plays; and television/movie scripts. The reading teacher stated that she uses the classics for two reasons: (1) she wants to make students culturally aware, and most students have not had any experience with Shakespeare or classic stories such as Oedipus, and (2) she feels that the plots of the classics are more interesting and meaningful to students than other choices. She also writes statements on a flip-chart and asks the adults to comment. These "parlor games" encourage the adults to think about and formulate opinions about issues.

The English class uses a college composition text and grammar workbooks. The teacher also uses Barron's GRE vocabulary book to give students the sense that "they can do anything." The teacher buys these texts on sale or uses books she has at home; she tries to use books that present information in a straightforward way, which she finds to be more thorough than exercises or a GED preparation book. She also gives students spelling tests, which she says they like and increases their morale. As part of English class, students write at least once a week. The teacher commented that writing is a real need--many students cannot write a clear sentence. A goal is to have parents write their autobiography and a children's book, which they will bind.

There is a strong emphasis on real-life learning and on understanding the world around them. One adult education teacher commented that as a result of negative experiences with school, the adults do not expect things that they are learning to make sense. For example, when they were reading a book set in the 1950s, students asked if a black character was a slave. Because they are not used to applying logic to figure out situations, they had a hard time determining if it was likely that slavery existed in the 1950s. The teacher encouraged them to think about people they knew who were young in the 1950s, and, finally, one student realized that her grandmother, born long before 1950, was not born into slavery.

The instructional methods also vary. The Life Lab combines reading aloud with teacher-guided conversation, a routine that becomes more comfortable for participants over time as they practice reading out loud. The reading teacher started having students read out loud when she realized that they were skipping over words they did not know when they read silently. As a result of hearing students read out loud, she is more able to design the curriculum to meet their needs.

## PARENT EDUCATION SERVICES

### Frequency and Location of Services

The parent education services also are provided at the ACDC site. The structured time for parent education is an hour every Wednesday. Issues discussed are a result of parent concerns, as well as behaviors and attitudes observed by the staff during the Parent and Child Together (PACT) time. Parenting and life skills issues are also addressed by various speakers during one-hour workshops held either on Tuesday afternoon or Thursday morning. Parenting issues are informally addressed in other classes as well.

Parent-child activities occur at the ACDC site for 45 minutes each day from 10:45 a.m. to 11:30 a.m. Parents come downstairs from their adult education classes into the early childhood classrooms to participate in activities with their children.

### Curriculum and Instructional Methods

For parent discussion groups, parents are grouped according to the ages of their children, so that parents of four-year-olds represent one group while parents of two-year-olds are in another group. In the group of parents with three-year-olds, for example, one topic at the end of the school year was thinking of summer plans and educational activities. Breaking parents into groups based on the age of their children allows parenting discussions to focus on age-specific behaviors. Staff commented that parents of two-year-olds often need more time on a subject. For example, they talked about discipline for three consecutive sessions.

The actual choices of topics are often selected by the parents themselves--staff ask parents what topics are of interest. One parent session was a toy workshop, in which the focus was how to buy toys for young children. Another session was on talking to children about sex because one mother is pregnant and her child has been asking questions.

Parents have homework assignments--things they can practice at home with their children. In one session, parents each made a game to take home and play with their children and their assignment was to come up with another idea for a game and share it with the group at the next session.

The specific activities that parents work on during PACT time are conceived and planned by the early childhood teachers in concert with the adult education teachers. The children also have some say in the specific activities--they often choose activities before their parents come downstairs. The activities reflect the High/Scope philosophy of the program, which uses key learning experiences to structure the children's learning. Staff commented that they do not always follow the "Plan-Do-Review" sequence in PACT time because some mothers need to have certain play experiences with their children. Sometimes the parents work in pairs with their children alone, and sometimes parents work in groups with other parents and children. The teachers take notes during PACT time. At the end of PACT time, the mothers and children join group activities such as singing songs or finger plays.

## EARLY CHILDHOOD EDUCATION SERVICES

### Frequency and Location of Services

The ECE component of Even Start is run by the Richmond Early Learning Center (RELC), a nonprofit human service agency that serves children of parents in school or job-training. The RELC is licensed by Richmond social services. The nonprofit corporation was organized in 1984 when a JTPA program began in the building and staff thought that on-site child care would be an additional incentive for parents to participate. The building was renovated with a combination of funds from community block grant and neighborhood assistance act funds. The Early Learning Center was opened in the fall of 1988, with funds from social services, Title XX monies, and tuition from working parents. With the inception of Even Start, the program shifted away from working mothers. The Early Learning Center receives tuition from the Even Start grant for the Even Start participants and, as space allows, takes children of non-Even Start participants who attend adult education classes at ACDC.

The early childhood classes are held in the RELC space on the ground floor of the Adult Career Development Center (ACDC). The space includes: a large classroom that is divided through the use of room dividers into separate areas for children ages 2, 3, and 4; an office for the early childhood director; and a kitchen on one side of the stairway. The kitchen is full-service with a sink, dish washer, refrigerator, microwave, oven, and an electric frying pan, but does not have a stove because of the health/fire requirements of additional venting (and greater costs) that are associated. On the other side of the stairway, there is another room that is divided in two and used for older siblings during the summer program, for large motor activities for the preschool children and for staff meetings.

Outside, there is a large, well-equipped playground with multiple climbing structures, a small "house," and flourishing vegetable and flower gardens.

The children's classes mirror the schedule of the adult classes--from 8:00 a.m. to 2:00 p.m., Monday through Thursday. Classes are offered 11 months of the year.

### Curriculum and Instructional Methods

The ECE curriculum is based on the High/Scope curriculum, which is reflected in the design of the classrooms. For example, the classroom for four-year-olds has several activity areas, including: reading, toys, art, blocks, housekeeping, a water table and a music area with phonograph and records. There are symbols under the blocks to indicate the shape and size of blocks that belong there, which is a feature of the High/Scope curriculum. Children's names are listed along with symbols as well.

The story area has a display of books and a large rug with an alphabet design. In addition, there is a reading loft about three feet off the ground built out of plywood; inside, the floor is carpeted and there are pillows to make the space a cozy reading area, on the shelf below are books and magazines. In the housekeeping area, there is a three-tiered round shelf with real cans and empty food containers. There are is a child-size sofa and chair with an ottoman as well as a real telephone.

On the walls, there are lists describing the components of different cognitive activities (e.g., visual discrimination). On one wall, there is a "preliterate clock"--an assortment of pictures arranged as hours on a clock showing the various activities of the classroom. Next to this is a calendar of the month with yellow school buses indicating the days when children come to school.

In addition to classroom activities, there are field trips for children. The ECE director commented that the children need "worldly experiences" to give meaning to the vocabulary they are learning.

## RETENTION STRATEGIES

Project staff have implemented a number of retention strategies. The adults can take home the daily newspaper to do puzzles, clip coupons, or read additional articles.

Parents who maintain good attendance for two to three weeks are given a paperback dictionary to take home. On-time attendance for two days in a row also earns a $1 certificate in the Even Start "store." In this way, perfect attendance can give parents $2 per week to buy necessity items such as deodorant, detergent, toothpaste, or vitamins. The supplies are bought with JTPA funds and stocked with things that the parents have requested. Parents come to the center early to buy supplies before the school day starts.

Three students are currently involved with a mentoring program with members of the Junior League. Some mentors talk with students about job skills, using the book "What color is your parachute?"

The student teams are another strategy to encourage attendance. Members of a team take each other's telephone numbers and call another member who has not come to class. One parent has even offered to provide wake-up calls for any students who want them. In addition, as described above, students have to sign in each morning to show their attendance. This is to give the students responsibility for their own participation and attendance.

The adults also are encouraged to take leadership roles in the program. For example, class officers were elected and the officers made presentations about the program to representatives from Toyota and the National Center for Family Literacy.

The project director also commented that they treat the adults as if school is their job. She gives each student her business card and tells them to call her if they are not coming to class. If they are sick and do not have a telephone, they are encouraged to try to get to a phone by the second day that they will miss. If a parent has a doctor's appointment, she can bring her child to the ECE program and "sign out" to go to the doctors, but she cannot come to class without her child. If a parent does not attend, and other parents do not know why, the project director will call; if there is a family problem that interferes with attendance, the project director will ask social services to contact the parent.

Another retention strategy is the three-day orientation that the project director and the director of ECE run. Once adults join Even Start, the director guides them through an orientation program that uses materials she has developed, called "Motion." The orientation lasts about four hours, divided across three days. Participants talk on the first day about what they like to do and what they can do as well as what they would like to learn. On the second day participants get to know one another by describing activities or events in their lives. Participants begin the third day by describing others in the group, and conclude by setting goals for themselves. In addition to the MOTION curriculum, the orientation includes visits to the adult and children's classrooms.

## STAFF

Project staff include the director, three adult education teachers, six early childhood education teachers, one classroom aide, and the director of the Richmond Early Learning Center. Only the three part-time adult educators are paid through the Even Start grant.

This year, the project hired an outreach worker to "recruit, recover, and rescue" families, as one staff member described it. However, project staff are uncertain whether they will have enough money to continue to support this position.

### Adult Basic Education Staff

There are three adult education teachers. One has a master's degree in reading and experience in retail management and teaching. The other has been teaching in alternative and adult education for many years and is working on a master's degree. The third teacher left on maternity leave at the end of the 1990-91 school year.

Each teacher focuses on more than one academic subject area: one handles literature, GED preparation, crafts, and English; the other teaches reading and geography; and the third taught math and science. Both continuing teachers have been with Even Start since it began.

The adult education teachers work 32 hours a week but do not have a contract and do not get benefits.

### Parenting Education Staff

The staff for parenting education include all of the adult education teachers, the early childhood teachers, the director of early childhood education as well as occasional speakers. The early childhood teachers and the three adult education teachers oversee PACT time.

### Early Childhood Education Staff

There are six ECE teachers, two per age level, and one aide who works anywhere she is needed. The early childhood teachers are salaried personnel paid by the RELC who follow the school schedule and receive partial reimbursement for health benefits through the non-profit RELC.

The teachers have varied educational training. One teacher has a master's degree and two have a two-year degree in child development. All of the teachers have had prior experience in a developmental classroom; in fact, three teachers followed the director of the RELC from her previous job. Other teachers have experience in Head Start classrooms and in kindergarten classrooms in the Richmond Public Schools.

The classroom aide graduated from a vocational program in child care that used to be given at the ACDC.

In addition to the ECE classroom teachers, there is a cook, a custodian and foster grandparents. The cook works five hours each day, and is paid by an Urban League program that finds employment for low-income adults over 55 years of age. There are currently three foster grandparents who work in the program and are paid a stipend.

### Training

At the beginning of the year, the project director trains all professional staff in cooperative learning strategies. During the year, the entire Even Start staff meets weekly on Fridays to review, share, and plan. During these staff meetings, project-wide concerns are discussed. Then the early childhood teachers meet as a group, while the adult education teachers meet to plan and discuss their lessons and activities for the next week.

During the summer after the first year of the program, the entire staff attended training sessions on the Kenan model sponsored by the National Center on Family Literacy.

## CONCLUSIONS

### Impact on Families

Staff see real progress in the mothers' ability to play with and enjoy their children. At the end of this school year, staff asked parents to write about the best part of the year. Many parents wrote about parent-child time, indicating that they did not know that they could have fun with their child.

Staff also point to real changes in children's skills. Over the course of the year, the early childhood teachers have seen growth in children's language, independence, self-help skills, attention span, and trust.

### Aspects of Program Important for Success

The early childhood teachers believe that parent-child time is the "heart" of the program that makes it unique. As one teacher said, "Without PACT, this would be just another program for disadvantaged children."

The adult educators commented on the value of a team approach to teaching, which they think benefits the students and the staff. Advantages to participants include that staff get to know them more as individuals, and are more open with families. This holistic approach allows more than just the academic needs of parents to be met. For teachers, the team approach helps to reduce burnout.

### Challenges Faced by Project

The director of Early Childhood Education listed three challenges for the program: recruitment, keeping the program filled, and absenteeism. She described how the program needs a "hook" to get parents to come and keep them interested. Yet, she also talked about the difficulty some parents have with transitions--that since the next step is scary to them, they may stay in the program longer than they need to.

The early childhood teachers discussed parents' motivation as a challenge. They commented that some parents are so frustrated and "beaten down" that they do not want to be helped.

The project director also stated that one challenge the program faces is helping parents to change their lives. She feels that the program's support groups helps to address individual's personal problems, but that it is still difficult to see those adults who cannot change or who become discouraged.

# APPENDIX B

# NEIS DATA COLLECTION FORMS

# EVEN START
NATIONAL EVALUATION
INFORMATION SYSTEM

# FORM IB: FAMILY INFORMATION

## *PART A. PARTICIPANT CHARACTERISTICS AT INTAKE*

**Write family name, address and phone number below. Be sure family code is entered on this page and coded correctly in the box on the first page of questions. Enter names of adults and children below to assign individual code letters. Retain these individual code letters for the duration of Even Start participation. Remove this sheet before mailing the form to RMC.**

1. Family Name: ______________________________

2. Home Address: ______________________________
Number and Street
______________________________
City State Zip Code

3. Phone Number: ______________________________

4. Family Code: __ __ __ – __ __ __ __
Program Code Family Sequence Number

**ADULTS**

| | *Name: First* | *Last* | *Birthdate* |
|---|---|---|---|
| a. | | | __/__/__ |
| b. | | | __/__/__ |
| c. | | | __/__/__ |
| d. | | | __/__/__ |
| e. | | | __/__/__ |

**CHILDREN**

| | *Name: First* | *Last* | *Birthdate* |
|---|---|---|---|
| z. | | | __/__/__ |
| y. | | | __/__/__ |
| x. | | | __/__/__ |
| w. | | | __/__/__ |
| v. | | | __/__/__ |
| u. | | | __/__/__ |
| t. | | | __/__/__ |
| s. | | | __/__/__ |
| r. | | | __/__/__ |
| q. | | | __/__/__ |

BEST COPY AVAILABLE

**Retain this page for your records. Do not send to RMC.**

Public reporting burden for this collection of information is estimated to average 0.2 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0049, Washington, D.C. 20503. Expires 7/31/93.

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# DEFINITIONS OF KEY TERMS

The format of the interview is such that the questions and response choices can be read to the parent; they do not, however, need to be read verbatim. The statements in italics are addressed to the interviewer and should not be read to the parent.

All questions do not need to be answered in one session. For example, if the interviewer feels that more rapport needs to be built with the parent before asking certain questions, the information can be added to the form at a later date. The interviewer should stress that the information will be kept strictly confidential. The parent has the right to decline to answer any question. Such questions should be left blank.

### *ENTRY*

Entry to the Even Start program is defined as the time at which a family begins to participate in core services. For the purpose of determining when to complete the family information in FORM IB: Parts A and B, entry would be the beginning of **any** type of core service. For the purpose of outcome assessment, entry would mean the beginning of adult education core services for adult testing, and early childhood services for child testing.

### *ADULT*

The definition of "adult" to be used in answering questions 6-15 is an individual who is 16 years or older (or who is beyond the age of compulsory school attendance under state law) and who is not currently enrolled in secondary school. As defined here, "adult" includes all persons 16 or older who might potentially be eligible for Even Start services, but also includes persons 16 or older who may not need adult education services. Persons who are 16-18 years old and who are still enrolled in secondary school are not considered adults according to the definition used for NEIS.

### *HOUSEHOLD*

For the purpose of describing the persons in a household in FORM IB: Part A, include only those persons in the residence who are acting as a family unit. The family unit would include only adults who are acting in a care giving role for the children participating in Even Start. Such persons may include grandparents, aunts, uncles, or even unrelated adults who are living as part of a family unit. If there are two families living in one household and both are involved in Even Start services, they should be assigned separate family code numbers, and family information should be recorded on separate forms.

It is up to the person being interviewed (i.e., the primary adult recipient of Even Start services) to choose the household description for question 3. For example, a mother with small children who lives with a boyfriend may choose to describe the family unit as "single parent" or as a "couple". The definition should encompass the broadest unit that describes the family. For example, a single mother with children who lives with her parents would be described as "extended family".

The answers to questions 4 and 5 should be consistent with the definition of the household in question 3. That is, the source and amount of income should include only that of the family unit and not income from adults who are not functioning in an ongoing relationship in the family.

Questions 6-15 should be answered for each adult in the family unit who is likely to remain in the household more than a few weeks. If an adult is temporarily absent from the home (e.g., a parent called up for Army Reserve duty), but normally is part of the family, that adult should be included.

***There is space on the scannable form to accommodate five adults and ten children. Masters of non-scannable pages of the form have been provided to provide space for information on five additional adults.***

PLEASE DO NOT WRITE IN THIS AREA

3683

**FAMILY CODE**

| | | | – | | | | |
|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| A | A | 1 | | 1 | 1 | 1 | 1 |
| B | B | 2 | | 2 | 2 | 2 | 2 |
| C | C | 3 | | 3 | 3 | 3 | 3 |
| D | D | 4 | | 4 | 4 | 4 | 4 |
| E | E | 5 | | 5 | 5 | 5 | 5 |
| F | F | 6 | | 6 | 6 | 6 | 6 |
| G | G | 7 | | 7 | 7 | 7 | 7 |
| H | H | 8 | | 8 | 8 | 8 | 8 |
| I | I | 9 | | 9 | 9 | 9 | 9 |
| J | J | | | | | | |
| K | K | | | | | | |
| L | L | | | | | | |
| M | M | | | | | | |
| N | N | | | | | | |
| O | O | | | | | | |
| P | P | | | | | | |
| Q | Q | | | | | | |
| R | R | | | | | | |
| S | S | | | | | | |
| T | T | | | | | | |
| U | U | | | | | | |
| V | V | | | | | | |
| W | W | | | | | | |
| X | X | | | | | | |
| Y | Y | | | | | | |
| Z | Z | | | | | | |

# FORM IB: FAMILY INFORMATION

## PART A. PARTICIPANT CHARACTERISTICS AT INTAKE

**I am going to ask you some questions about yourself and your family. Your answers to these questions will be kept strictly confidential and will be used for program reporting. They will not be linked with your name.**

**Reporting Period:**

○ Dec ○ June

○ 1990 ○ 1991 ○ 1992 ○ 1993

### Characteristics of Family Unit

1a. How many persons aged 18 or older, including yourself, live in your household? ○ 0 ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 or more

1b. How many persons aged 16 to 18, including yourself, live in your household? ○ 0 ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 or more

2. How many children live in your household? ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 or more

   a. How many children are less than one year of age? ○ 0 ○ 1 ○ 2 ○ 3 or more

   b. How many are ages one through seven (less than 8,0)? ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 or more

   c. How many children are 8 to 16? ○ 0 ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 or more

3. Which of these phrases best describes the structure of your family?

   *Read phrases and mark the oval which best describes the family:*

   ○ single parent with child(ren)
   ○ couple with child(ren)
   ○ extended family (including other adults)
   ○ other (mark oval and specify:) ☐

4. Which is the **primary** source of financial support for the family?

   *Read phrases and mark the oval which best describes the family:*

   ○ job wages
   ○ alimony and child support
   ○ government assistance
   ○ other (mark oval and specify:) ☐

5. Into which of these ranges does your annual family income fall?

   *Read phrases and mark the oval which best describes the family:*

   ○ under $5,000
   ○ $5,000 - $10,000
   ○ $10,000 - $15,000
   ○ $15,000 - $20,000
   ○ $20,000 - $25,000
   ○ more than $25,000

**Interview Date:**

| MO | | DAY | | YR | |
|---|---|---|---|---|---|
| | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| | 2 | 2 | 2 | 2 | 2 |
| | 3 | 3 | 3 | 3 | 3 |
| | 4 | | 4 | 4 | 4 |
| | 5 | | 5 | 5 | 5 |
| | 6 | | 6 | 6 | 6 |
| | 7 | | 7 | 7 | 7 |
| | 8 | | 8 | 8 | 8 |
| | 9 | | 9 | 9 | 9 |

**Approx. start of core services**

| MO | | DAY | | YR | |
|---|---|---|---|---|---|
| | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| | 2 | 2 | 2 | 2 | 2 |
| | 3 | 3 | 3 | 3 | 3 |
| | 4 | | 4 | 4 | 4 |
| | 5 | | 5 | 5 | 5 |
| | 6 | | 6 | 6 | 6 |
| | 7 | | 7 | 7 | 7 |
| | 8 | | 8 | 8 | 8 |
| | 9 | | 9 | 9 | 9 |

## Characteristics of Adults

*Please complete questions 6-15 for each adult in the household. Use one column for each adult. Complete all questions for the first adult before going on to the second adult.*

| | Adult a | Adult b | Adult c | Adult d | Adult e |
|---|---|---|---|---|---|
| 6. Date of birth | MO \| DAY \| YR<br>○0 ○0 ○0 ○0 ○0 ○0<br>○1 ○1 ○1 ○1 ○1 ○1<br>○2 ○2 ○2 ○2 ○2<br>○3 ○3 ○3 ○3 ○3<br>○4 ○4 ○4 ○4<br>○5 ○5 ○5 ○5<br>○6 ○6 ○6 ○6<br>○7 ○7 ○7 ○7<br>○8 ○8 ○8 ○8<br>○9 ○9 ○9 ○9 | MO \| DAY \| YR<br>○0 ○0 ○0 ○0 ○0 ○0<br>○1 ○1 ○1 ○1 ○1 ○1<br>○2 ○2 ○2 ○2 ○2<br>○3 ○3 ○3 ○3 ○3<br>○4 ○4 ○4 ○4<br>○5 ○5 ○5 ○5<br>○6 ○6 ○6 ○6<br>○7 ○7 ○7 ○7<br>○8 ○8 ○8 ○8<br>○9 ○9 ○9 ○9 | MO \| DAY \| YR<br>○0 ○0 ○0 ○0 ○0 ○0<br>○1 ○1 ○1 ○1 ○1 ○1<br>○2 ○2 ○2 ○2 ○2<br>○3 ○3 ○3 ○3 ○3<br>○4 ○4 ○4 ○4<br>○5 ○5 ○5 ○5<br>○6 ○6 ○6 ○6<br>○7 ○7 ○7 ○7<br>○8 ○8 ○8 ○8<br>○9 ○9 ○9 ○9 | MO \| DAY \| YR<br>○0 ○0 ○0 ○0 ○0 ○0<br>○1 ○1 ○1 ○1 ○1 ○1<br>○2 ○2 ○2 ○2 ○2<br>○3 ○3 ○3 ○3 ○3<br>○4 ○4 ○4 ○4<br>○5 ○5 ○5 ○5<br>○6 ○6 ○6 ○6<br>○7 ○7 ○7 ○7<br>○8 ○8 ○8 ○8<br>○9 ○9 ○9 ○9 | MO \| DAY \| YR<br>○0 ○0 ○0 ○0 ○0 ○0<br>○1 ○1 ○1 ○1 ○1 ○1<br>○2 ○2 ○2 ○2 ○2<br>○3 ○3 ○3 ○3 ○3<br>○4 ○4 ○4 ○4<br>○5 ○5 ○5 ○5<br>○6 ○6 ○6 ○6<br>○7 ○7 ○7 ○7<br>○8 ○8 ○8 ○8<br>○9 ○9 ○9 ○9 |
| 7. Gender | ○ male ○ female | ○ male ○ female | ○ male ○ female | ○ male ○ female | ○ male ○ female |
| 8. I am going to read a list of racial and ethnic categories.<br>Which of these do you consider yourself to be? | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:) ☐<br>○ Other (specify:) ☐ | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:) ☐<br>○ Other (specify:) ☐ | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:) ☐<br>○ Other (specify:) ☐ | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:) ☐<br>○ Other (specify:) ☐ | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:) ☐<br>○ Other (specify:) ☐ |
| 8a. If you are Hispanic, which of the following best describes you? | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic |

|  | Adult a | Adult b | Adult c | Adult d | Adult e |
|---|---|---|---|---|---|
| 9. What is the highest grade you completed in school? | ○ no schooling<br>○ 1 ○ 5 ○ 9<br>○ 2 ○ 6 ○ 10<br>○ 3 ○ 7 ○ 11<br>○ 4 ○ 8 ○ 12<br>○ high school diploma<br>○ GED<br>○ post secondary<br>○ other (specify:) | ○ no schooling<br>○ 1 ○ 5 ○ 9<br>○ 2 ○ 6 ○ 10<br>○ 3 ○ 7 ○ 11<br>○ 4 ○ 8 ○ 12<br>○ high school diploma<br>○ GED<br>○ post secondary<br>○ other (specify:) | ○ no schooling<br>○ 1 ○ 5 ○ 9<br>○ 2 ○ 6 ○ 10<br>○ 3 ○ 7 ○ 11<br>○ 4 ○ 8 ○ 12<br>○ high school diploma<br>○ GED<br>○ post secondary<br>○ other (specify:) | ○ no schooling<br>○ 1 ○ 5 ○ 9<br>○ 2 ○ 6 ○ 10<br>○ 3 ○ 7 ○ 11<br>○ 4 ○ 8 ○ 12<br>○ high school diploma<br>○ GED<br>○ post secondary<br>○ other (specify:) | ○ no schooling<br>○ 1 ○ 5 ○ 9<br>○ 2 ○ 6 ○ 10<br>○ 3 ○ 7 ○ 11<br>○ 4 ○ 8 ○ 12<br>○ high school diploma<br>○ GED<br>○ post secondary<br>○ other (specify:) |
| **10. Was most of your formal education outside the U.S.A.?** | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no |
| **11a. Are you currently employed?** | ○ Yes, full time<br>○ Yes, part time<br>○ No | ○ Yes, full time<br>○ Yes, part time<br>○ No | ○ Yes, full time<br>○ Yes, part time<br>○ No | ○ Yes, full time<br>○ Yes, part time<br>○ No | ○ Yes, full time<br>○ Yes, part time<br>○ No |
| **11b. IF YES: For how many months in a row have you been employed?** | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more |
| **11c. IF NO: For how many months in a row have you been unemployed?** | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more |
| **12. In what social or educational services have you participated previously?**<br>*Read choices and mark all that apply.* | ○ welfare services<br>○ employment training (e.g., JTPA)<br>○ vocational education<br>○ vocational rehabilitation<br>○ adult basic education (0-4)<br>○ adult basic education (5-8)<br>○ adult secondary education (9-12)<br>○ GED preparation<br>○ ESL<br>○ other (specify:) | ○ welfare services<br>○ employment training (e.g., JTPA)<br>○ vocational education<br>○ vocational rehabilitation<br>○ adult basic education (0-4)<br>○ adult basic education (5-8)<br>○ adult secondary education (9-12)<br>○ GED preparation<br>○ ESL<br>○ other (specify:) | ○ welfare services<br>○ employment training (e.g., JTPA)<br>○ vocational education<br>○ vocational rehabilitation<br>○ adult basic education (0-4)<br>○ adult basic education (5-8)<br>○ adult secondary education (9-12)<br>○ GED preparation<br>○ ESL<br>○ other (specify:) | ○ welfare services<br>○ employment training (e.g., JTPA)<br>○ vocational education<br>○ vocational rehabilitation<br>○ adult basic education (0-4)<br>○ adult basic education (5-8)<br>○ adult secondary education (9-12)<br>○ GED preparation<br>○ ESL<br>○ other (specify:) | ○ welfare services<br>○ employment training (e.g., JTPA)<br>○ vocational education<br>○ vocational rehabilitation<br>○ adult basic education (0-4)<br>○ adult basic education (5-8)<br>○ adult secondary education (9-12)<br>○ GED preparation<br>○ ESL<br>○ other (specify:) |

*Questions 14 - 14d may be completed by a combination of interviewer observation and by self report recorded by the interviewer. This may be done at the time of the interview or later, but should reflect the adult status at the time of intake.*

| | Adult a | Adult b | Adult c | Adult d | Adult e |
|---|---|---|---|---|---|
| 13. In which of these social or educational services are you currently participating?<br>*Read choices and mark all non Even Start services that apply.* | ○ welfare services<br>○ employment training (e.g., JTPA)<br>○ vocational education<br>○ vocational rehabilitation<br>○ other (specify:) | ○ welfare services<br>○ employment training (e.g., JTPA)<br>○ vocational education<br>○ vocational rehabilitation<br>○ other (specify:) | ○ welfare services<br>○ employment training (e.g., JTPA)<br>○ vocational education<br>○ vocational rehabilitation<br>○ other (specify:) | ○ welfare services<br>○ employment training (e.g., JTPA)<br>○ vocational education<br>○ vocational rehabilitation<br>○ other (specify:) | ○ welfare services<br>○ employment training (e.g., JTPA)<br>○ vocational education<br>○ vocational rehabilitation<br>○ other (specify:) |
| 14. Is English the primary language of this person?<br>If yes, go to question 16; if no, complete questions 14a-14d and 15. | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no |
| 14a. What is your *(the)* primary language? | ○ Spanish<br>○ other (specify:) | ○ Spanish<br>○ other (specify:) | ○ Spanish<br>○ other (specify:) | ○ Spanish<br>○ other (specify:) | ○ Spanish<br>○ other (specify:) |
| 14b. How well do you *(does adult)* understand English? | ○ not at all<br>○ somewhat<br>○ very well | ○ not at all<br>○ somewhat<br>○ very well | ○ not at all<br>○ somewhat<br>○ very well | ○ not at all<br>○ somewhat<br>○ very well | ○ not at all<br>○ somewhat<br>○ very well |
| 14c. How well do you *(does adult)* speak English? | ○ not at all<br>○ somewhat<br>○ very well | ○ not at all<br>○ somewhat<br>○ very well | ○ not at all<br>○ somewhat<br>○ very well | ○ not at all<br>○ somewhat<br>○ very well | ○ not at all<br>○ somewhat<br>○ very well |
| 14d. How well do you *(does adult)* read English? | ○ not at all<br>○ somewhat<br>○ very well | ○ not at all<br>○ somewhat<br>○ very well | ○ not at all<br>○ somewhat<br>○ very well | ○ not at all<br>○ somewhat<br>○ very well | ○ not at all<br>○ somewhat<br>○ very well |
| 15. If you read to your child, what language do you use?<br>*Mark all that apply.* | ○ Primary (in 14a)<br>○ English<br>○ other (specify:) | ○ Primary (in 14a)<br>○ English<br>○ other (specify:) | ○ Primary (in 14a)<br>○ English<br>○ other (specify:) | ○ Primary (in 14a)<br>○ English<br>○ other (specify:) | ○ Primary (in 14a)<br>○ English<br>○ other (specify:) |

## Characteristics of children ages 0-7

*Complete questions 16-21 for each child through age 7.*

| | Child z | Child y | Child x | Child w | Child v |
|---|---|---|---|---|---|
| 16. Date of birth | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪ ⓪ ⓪ ⓪ ⓪ ⓪<br>① ① ① ① ① ①<br>② ② ② ② ②<br>③ ③ ③ ③ ③<br>④ ④ ④ ④<br>⑤ ⑤ ⑤ ⑤<br>⑥ ⑥ ⑥ ⑥<br>⑦ ⑦ ⑦ ⑦<br>⑧ ⑧ ⑧ ⑧<br>⑨ ⑨ ⑨ ⑨ | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪ ⓪ ⓪ ⓪ ⓪ ⓪<br>① ① ① ① ① ①<br>② ② ② ② ②<br>③ ③ ③ ③ ③<br>④ ④ ④ ④<br>⑤ ⑤ ⑤ ⑤<br>⑥ ⑥ ⑥ ⑥<br>⑦ ⑦ ⑦ ⑦<br>⑧ ⑧ ⑧ ⑧<br>⑨ ⑨ ⑨ ⑨ | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪ ⓪ ⓪ ⓪ ⓪ ⓪<br>① ① ① ① ① ①<br>② ② ② ② ②<br>③ ③ ③ ③ ③<br>④ ④ ④ ④<br>⑤ ⑤ ⑤ ⑤<br>⑥ ⑥ ⑥ ⑥<br>⑦ ⑦ ⑦ ⑦<br>⑧ ⑧ ⑧ ⑧<br>⑨ ⑨ ⑨ ⑨ | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪ ⓪ ⓪ ⓪ ⓪ ⓪<br>① ① ① ① ① ①<br>② ② ② ② ②<br>③ ③ ③ ③ ③<br>④ ④ ④ ④<br>⑤ ⑤ ⑤ ⑤<br>⑥ ⑥ ⑥ ⑥<br>⑦ ⑦ ⑦ ⑦<br>⑧ ⑧ ⑧ ⑧<br>⑨ ⑨ ⑨ ⑨ | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪ ⓪ ⓪ ⓪ ⓪ ⓪<br>① ① ① ① ① ①<br>② ② ② ② ②<br>③ ③ ③ ③ ③<br>④ ④ ④ ④<br>⑤ ⑤ ⑤ ⑤<br>⑥ ⑥ ⑥ ⑥<br>⑦ ⑦ ⑦ ⑦<br>⑧ ⑧ ⑧ ⑧<br>⑨ ⑨ ⑨ ⑨ |
| 17. Gender | ○ male ○ female | ○ male ○ female | ○ male ○ female | ○ male ○ female | ○ male ○ female |
| 18. I am going to read a list of racial and ethnic categories.<br>Tell me which one fits this child. | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:) ☐<br>○ Other (specify:) ☐ | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:) ☐<br>○ Other (specify:) ☐ | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:) ☐<br>○ Other (specify:) ☐ | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:) ☐<br>○ Other (specify:) ☐ | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:) ☐<br>○ Other (specify:) ☐ |
| 18a. If the child is Hispanic, which of the following best describes him/her? | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic |

|  | Child z | Child y | Child x | Child w | Child v |
|---|---|---|---|---|---|
| 19. What formal educational experiences has *(child's name)* had in the past?<br>*Mark all that apply.* | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) |
| 20. What formal educational experiences is *(child's name)* receiving now?<br>*Do not include Even Start services.* | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) |
| 21. What is your relationship to *(child's name)*? | ○ parent<br>○ grandparent<br>○ other relative<br>○ other (specify:) | ○ parent<br>○ grandparent<br>○ other relative<br>○ other (specify:) | ○ parent<br>○ grandparent<br>○ other relative<br>○ other (specify:) | ○ parent<br>○ grandparent<br>○ other relative<br>○ other (specify:) | ○ parent<br>○ grandparent<br>○ other relative<br>○ other (specify:) |

## Characteristics of children ages 0-7

*Complete questions 16-21 for each child through age 7.* *Use these pages for additional children.*

| | Child u | Child t | Child s | Child r | Child q |
|---|---|---|---|---|---|
| 16. Date of birth | MO DAY YR<br>0 0 0 0 0 0<br>1 1 1 1 1 1<br>2 2 2 2 2<br>3 3 3 3 3<br>4 4 4 4<br>5 5 5 5<br>6 6 6 6<br>7 7 7 7<br>8 8 8 8<br>9 9 9 9 | MO DAY YR<br>0 0 0 0 0 0<br>1 1 1 1 1 1<br>2 2 2 2 2<br>3 3 3 3 3<br>4 4 4 4<br>5 5 5 5<br>6 6 6 6<br>7 7 7 7<br>8 8 8 8<br>9 9 9 9 | MO DAY YR<br>0 0 0 0 0 0<br>1 1 1 1 1 1<br>2 2 2 2 2<br>3 3 3 3 3<br>4 4 4 4<br>5 5 5 5<br>6 6 6 6<br>7 7 7 7<br>8 8 8 8<br>9 9 9 9 | MO DAY YR<br>0 0 0 0 0 0<br>1 1 1 1 1 1<br>2 2 2 2 2<br>3 3 3 3 3<br>4 4 4 4<br>5 5 5 5<br>6 6 6 6<br>7 7 7 7<br>8 8 8 8<br>9 9 9 9 | MO DAY YR<br>0 0 0 0 0 0<br>1 1 1 1 1 1<br>2 2 2 2 2<br>3 3 3 3 3<br>4 4 4 4<br>5 5 5 5<br>6 6 6 6<br>7 7 7 7<br>8 8 8 8<br>9 9 9 9 |
| 17. Gender | ○ male ○ female | ○ male ○ female | ○ male ○ female | ○ male ○ female | ○ male ○ female |
| 18. I am going to read a list of racial and ethnic categories.<br>Tell me which one fits this child. | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:)<br>○ Other (specify:) | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:)<br>○ Other (specify:) | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:)<br>○ Other (specify:) | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:)<br>○ Other (specify:) | Asian or Pacific Islander<br>○ Chinese ○ Japanese<br>○ Filipino ○ Asian Indian<br>○ Hawaiian ○ Samoan<br>○ Korean ○ Guamanian<br>○ Vietnamese ○ Other API<br>○ Black<br>○ White<br>○ Am. Indian/ Alaskan Native (specify tribe:)<br>○ Other (specify:) |
| 18a. If the child is Hispanic, which of the following best describes him/her? | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic | ○ Mexican, Mexican-American, Chicano<br>○ Puerto Rican<br>○ Cuban<br>○ Other Spanish/ Hispanic |

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|  | **Child u** | **Child t** | **Child s** | **Child r** | **Child q** |
|---|---|---|---|---|---|
| 19. What formal educational experiences has *(child's name)* had in the past?<br>*Mark all that apply.* | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) |
| 20. What formal educational experiences is *(child's name)* receiving now?<br>*Do not include Even Start services.* | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) | ○ Head Start<br>○ other preschool<br>○ kindergarten<br>○ primary (1-3)<br>○ none<br>○ other (specify:) |
| 21. What is your relationship to *(child's name)*? | ○ parent<br>○ grandparent<br>○ other relative<br>○ other (specify:) | ○ parent<br>○ grandparent<br>○ other relative<br>○ other (specify:) | ○ parent<br>○ grandparent<br>○ other relative<br>○ other (specify:) | ○ parent<br>○ grandparent<br>○ other relative<br>○ other (specify:) | ○ parent<br>○ grandparent<br>○ other relative<br>○ other (specify:) |

# EVEN START
NATIONAL EVALUATION
INFORMATION SYSTEM

# FORM IB: FAMILY INFORMATION

## *PART B. PARENT-CHILD INTERACTIONS AND PARENT AS A TEACHER*

**FAMILY CODE**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | – | ☐ | ☐ | ☐ | ☐ |
| ○ | ○ | ⓪ | | ⓪ | ⓪ | ⓪ | ⓪ |
| Ⓐ | Ⓐ | ① | | ① | ① | ① | ① |
| Ⓑ | Ⓑ | ② | | ② | ② | ② | ② |
| Ⓒ | Ⓒ | ③ | | ③ | ③ | ③ | ③ |
| Ⓓ | Ⓓ | ④ | | ④ | ④ | ④ | ④ |
| Ⓔ | Ⓔ | ⑤ | | ⑤ | ⑤ | ⑤ | ⑤ |
| Ⓕ | Ⓕ | ⑥ | | ⑥ | ⑥ | ⑥ | ⑥ |
| Ⓖ | Ⓖ | ⑦ | | ⑦ | ⑦ | ⑦ | ⑦ |
| Ⓗ | Ⓗ | ⑧ | | ⑧ | ⑧ | ⑧ | ⑧ |
| Ⓘ | Ⓘ | ⑨ | | ⑨ | ⑨ | ⑨ | ⑨ |
| Ⓙ | Ⓙ | | | | | | |
| Ⓚ | Ⓚ | | | | | | |
| Ⓛ | Ⓛ | | | | | | |
| Ⓜ | Ⓜ | | | | | | |
| Ⓝ | Ⓝ | | | | | | |
| Ⓞ | Ⓞ | | | | | | |
| Ⓟ | Ⓟ | | | | | | |
| Ⓠ | Ⓠ | | | | | | |
| Ⓡ | Ⓡ | | | | | | |
| Ⓢ | Ⓢ | | | | | | |
| Ⓣ | Ⓣ | | | | | | |
| Ⓤ | Ⓤ | | | | | | |
| Ⓥ | Ⓥ | | | | | | |
| Ⓦ | Ⓦ | | | | | | |
| Ⓧ | Ⓧ | | | | | | |
| Ⓨ | Ⓨ | | | | | | |
| Ⓩ | Ⓩ | | | | | | |

**Target adult & child identification letters:**

| | | |
|---|---|---|
| ○ a | ○ z | ○ u |
| ○ b | ○ y | ○ t |
| ○ c | ○ x | ○ s |
| ○ d | ○ w | ○ r |
| ○ e | ○ v | ○ q |

**Be sure that the family code and the individual code letters of the target adult and child are entered correctly in the appropriate boxes on this page. Do not write any names on this form.**

**Reporting Period:**

○ December
○ June

○ 1990
○ 1991
○ 1992
○ 1993

**The following questions should be answered by the target adult who is the primary adult recipient of Even Start services in this family.**

**The questions in this interview focus on a target child who has been selected prior to the interview (as described in the instructions). Use the target child's name where the question says *(child's name).***

**The format of the interview is such that the questions and response choices can be read to the parent; they do not, however, need to be read verbatim. The statements in italics are addressed to the interviewer and should not be read to the parent. When the response choices are printed in italics, they should not be read to the parent (questions 2 and 3).**

**In question 8, school refers to elementary school. The questions which follow address high school, and post high school education.**

Public reporting burden for this collection of information is estimated to average 0.5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0049, Washington, D.C. 20503. Expires 7/31/93.

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# FORM IB: PART B. PARENT-CHILD INTERACTIONS AND PARENT AS A TEACHER

**I am going to ask you several questions about (child's name).**

1. Here is a list of household tasks that children sometimes help with. Please tell me how often *(child's name)* helped with each of these tasks in the last month.
*Read response choices to parent and markone oval for each item.*

| | Child Too Young | Never | Once or Twice | On a Regular Basis |
|---|---|---|---|---|
| a. Clean or peel food for a meal | ○ | ○ | ○ | ○ |
| b. Mix or stir foods | ○ | ○ | ○ | ○ |
| c. Find food on shelves at the grocery store for you | ○ | ○ | ○ | ○ |
| d. Take the dishes off the table after meals | ○ | ○ | ○ | ○ |
| e. Put clean clothes into the right drawers or shelves | ○ | ○ | ○ | ○ |

2. About how often do you read stories to *(child's name)?*

***Do not read responses. Mark appropriate category.***

○ a. *Every day*
○ b. *At least 3 times a week*
○ c. *Once a week*
○ d. *Less than once a week*
○ e. *Never*

3. About how many children's books are there in your home that *(child's name)* can look at?

***Do not read responses.***

○ a. *None*
○ b. *1 or 2 books*
○ c. *3 to 9 books*
○ d. *10 or more books*

4. Which of the following do you have in your home for *(child's name)* to look at or read?

***Mark all that apply***

○ a. Magazines
○ b. Newspapers
○ c. T.V. Guide
○ d. Comic books
○ e. Other reading material, i.e., Bibles, catalogs

5. I'll read you a list of things children can play with. Tell me which ones you have in your home.

| | Child Too Young | Yes | No |
|---|---|---|---|
| a. Crayons and paper | ○ | ○ | ○ |
| b. Scissors | ○ | ○ | ○ |
| c. Scotch tape, paste or stapler | ○ | ○ | ○ |
| d. Puzzles | ○ | ○ | ○ |
| e. Old picture catalogs, like Sears, to read and cut up | ○ | ○ | ○ |
| f. Paint or magic marker | ○ | ○ | ○ |
| g. Clay or playdough | ○ | ○ | ○ |
| h. "Put together" toys like Tinkertoys, Legos or beads for stringing | ○ | ○ | ○ |
| i. Hammer and nails with some wood scraps | ○ | ○ | ○ |
| j. Yarn, thread and cloth scraps for knitting or sewing | ○ | ○ | ○ |
| k. Make believe toys out of milk cartons, tin cans or egg cartons | ○ | ○ | ○ |
| l. Plants of his/her own in a pot or garden | ○ | ○ | ○ |

6. I'll read you a list of things children learn as they grow up. Tell me which of them you have helped *(child's name)* with in the past month.

| | Child Too Young | Yes, Helped | No, Did not help |
|---|---|---|---|
| a. Nursery rhymes or songs | ○ | ○ | ○ |
| b. Colors | ○ | ○ | ○ |
| c. Shapes, such as circle, squares or triangles | ○ | ○ | ○ |
| d. To write his/her name | ○ | ○ | ○ |
| e. To remember your address and telephone number | ○ | ○ | ○ |
| f. To count things | ○ | ○ | ○ |
| g. To recognize numbers in books | ○ | ○ | ○ |
| h. To say the "abc's" | ○ | ○ | ○ |
| i. To recognize letters in books | ○ | ○ | ○ |
| j. To read words on signs or in books | ○ | ○ | ○ |
| k. Ideas like "big-little", "up-down", "before-after" | ○ | ○ | ○ |

7. I'll read you a list of things that parents and children sometimes talk about or do together. How often do you or your spouse/partner do any of these things with *(child's name)*?

| | Child Too Young | Daily | Once/ Twice a Week | Once/ Twice a Month | Rarely, If Ever | Never |
|---|---|---|---|---|---|---|
| a. Talk with child about school activities or events | ○ | ○ | ○ | ○ | ○ | ○ |
| b. Talk with child about things studied in school | ○ | ○ | ○ | ○ | ○ | ○ |
| c. Talk with child about his/her problems | ○ | ○ | ○ | ○ | ○ | ○ |
| d. Talk with child about expectations for school performance | ○ | ○ | ○ | ○ | ○ | ○ |
| e. Talk with child about future plans and goals | ○ | ○ | ○ | ○ | ○ | ○ |
| f. Listen to child read | ○ | ○ | ○ | ○ | ○ | ○ |
| *Ask only if child is in primary grades:* | ○ | ○ | ○ | ○ | ○ | ○ |
| g. Help child with homework | ○ | ○ | ○ | ○ | ○ | ○ |
| h. Check to see if homework is done | ○ | ○ | ○ | ○ | ○ | ○ |

8. How well do you think *(child's name)* will do in school? Do you think *(child's name)* will do:
***Read response choices to parent. Mark only one oval***

○ a. Very well
○ b. Well
○ c. About average
○ d. Poorly
○ e. Very poorly
○ f. Don't know

9. How likely do you think it is that *(child's name)* will graduate from high school? Do you think *(child's name)* is: ***Read response choices to parent. Mark only one oval***

○ a. Very likely to graduate from high school
○ b. Somewhat likely
○ c. Not very likely to graduate
○ d. Probably will not graduate from high school

***Ask only if the answer to #9 was (a) or (b).***

10. What is the highest you think *(child's name)* will get in school? ***Mark highest choice.***

| No | Yes | |
|---|---|---|
| ○ | ○ a. | Do you think *(child's name)* will graduate from college? |
| If YES: | ○ b. | Do you think *(child's name)* will attend graduate school after college (for example to become a doctor or lawyer)? |
| If NO: | ○ c. | Do you think *(child's name)* will go to vocational, trade or business school after high school? |
| If NO: | ○ d. | Do you think *(child's name)* will graduate from high school but won't go any further in school? |

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11. Here are some statements about children. I will read each statement and then I want you to tell me if you **agree strongly, agree somewhat, disagree somewhat, or disagree strongly.** Think of *(child's name)* when answering. Here is one for practice. I'll read the statement:

**All children need hugs sometimes.**

Do you **agree strongly, agree somewhat, disagree somewhat,** or **disagree strongly** with that statement? OK. Let's go on with the rest of the statements.

| | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | Refused Don't Know |
|---|---|---|---|---|---|
| a. Much of my child's learning will take place before he/she enters kindergarten or first grade. | ○ | ○ | ○ | ○ | ○ |
| b. My child needs to play with me. | ○ | ○ | ○ | ○ | ○ |
| c. Playing with my child makes me feel restless. | ○ | ○ | ○ | ○ | ○ |
| d. It is hard for me to tell when my child has learned something. | ○ | ○ | ○ | ○ | ○ |
| e. It is difficult for me to think of things to say to my child during play. | ○ | ○ | ○ | ○ | ○ |
| f. Playing with my child improves the child's behavior. | ○ | ○ | ○ | ○ | ○ |
| g. More of my child's learning at this age takes place by watching people and things rather than being told. | ○ | ○ | ○ | ○ | ○ |
| h. It is difficult for me to stay interested when playing with my child. | ○ | ○ | ○ | ○ | ○ |
| i. I scold my child when he/she doesn't learn. | ○ | ○ | ○ | ○ | ○ |
| j. I imitate my child's speech when we play so that the child understands. | ○ | ○ | ○ | ○ | ○ |
| k. My child learns by playing with other children. | ○ | ○ | ○ | ○ | ○ |
| l. If we play whenever my child wants to, not much learning will take place. | ○ | ○ | ○ | ○ | ○ |
| m. My child's education is the responsibility of our family. | ○ | ○ | ○ | ○ | ○ |
| n. I really like to teach my child something new. | ○ | ○ | ○ | ○ | ○ |

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PLEASE DO NOT WRITE IN THIS AREA

■

**FAMILY CODE**

| | | | – | | | | |
|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| A | A | 1 | | 1 | 1 | 1 | 1 |
| B | B | 2 | | 2 | 2 | 2 | 2 |
| C | C | 3 | | 3 | 3 | 3 | 3 |
| D | D | 4 | | 4 | 4 | 4 | 4 |
| E | E | 5 | | 5 | 5 | 5 | 5 |
| F | F | 6 | | 6 | 6 | 6 | 6 |
| G | G | 7 | | 7 | 7 | 7 | 7 |
| H | H | 8 | | 8 | 8 | 8 | 8 |
| I | I | 9 | | 9 | 9 | 9 | 9 |
| J | J | | | | | | |
| K | K | | | | | | |
| L | L | | | | | | |
| M | M | | | | | | |
| N | N | | | | | | |
| O | O | | | | | | |
| P | P | | | | | | |
| Q | Q | | | | | | |
| R | R | | | | | | |
| S | S | | | | | | |
| T | T | | | | | | |
| U | U | | | | | | |
| V | V | | | | | | |
| W | W | | | | | | |
| X | X | | | | | | |
| Y | Y | | | | | | |
| Z | Z | | | | | | |

**EVEN START**
NATIONAL EVALUATION
INFORMATION SYSTEM

**Reporting Period:**

○ December ○ 1990
○ June ○ 1991
○ 1992
○ 1993

# FORM IB: FAMILY INFORMATION

## *PART C. OTHER REPORTING INFORMATION*

Be sure that the family code is entered correctly. Use the cover page from Part A or a list of the names of adult and children assigned individual code letters to ensure that information is recorded in the correct column. Do no write names on this form.

If adults or children have joined the household since FORM IB: Part A was completed (after December 15) **and ar participating in Even Start core or support services,** complete questions 6-15 (for adult) or 16-21 (for child) o a photocopy of the appropriate pages of FORM IB: Part A. Submit just the pages with additional information wit Part C on June 15. Be sure to write the correct family code at the top of any pages you submit.

If there are more than five adults in the family, use copies of the non-scannable pages of Parts A and C, whic have been provided for this purpose.

**To the best of your knowledge, has this family discontinued (stopped) participating in Even Start during the past reporting period?**

○ Yes, the family is no longer participating ○ No, the family is still participating

**If the family has discontinued its participation in Even Start, please specify the reason(s):**

○ Participating family members successfully completed the planned educational services for which they were eligible
○ Family moved out of the area served by the Even Start project
○ Family composition changed, no longer an eligible adult or child in the household
○ Family crisis prevents further participation
○ Reason unknown
○ Other, specify:

PLEASE DO NOT WRITE IN THIS AREA

24420

Public reporting burden for this collection of information is estimated to average 0.5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0049, Washington, D.C. 20503. Expires 7/31/93.

# FORM IB: PART C. OTHER REPORTING INFORMATION

## Characteristics of Adults

*By the end of the reporting period, complete for each adult in the household.*

| | Adult a | Adult b | Adult c | Adult d | Adult e |
|---|---|---|---|---|---|
| 1. Enter birthdate to ensure that code letter is correct. | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪⓪⓪⓪⓪<br>①①①①①①<br>②②②②②<br>③③③③③<br>④④④④<br>⑤⑤⑤⑤<br>⑥⑥⑥⑥<br>⑦⑦⑦⑦<br>⑧⑧⑧⑧<br>⑨⑨⑨⑨ | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪⓪⓪⓪⓪<br>①①①①①①<br>②②②②②<br>③③③③③<br>④④④④<br>⑤⑤⑤⑤<br>⑥⑥⑥⑥<br>⑦⑦⑦⑦<br>⑧⑧⑧⑧<br>⑨⑨⑨⑨ | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪⓪⓪⓪⓪<br>①①①①①①<br>②②②②②<br>③③③③③<br>④④④④<br>⑤⑤⑤⑤<br>⑥⑥⑥⑥<br>⑦⑦⑦⑦<br>⑧⑧⑧⑧<br>⑨⑨⑨⑨ | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪⓪⓪⓪⓪<br>①①①①①①<br>②②②②②<br>③③③③③<br>④④④④<br>⑤⑤⑤⑤<br>⑥⑥⑥⑥<br>⑦⑦⑦⑦<br>⑧⑧⑧⑧<br>⑨⑨⑨⑨ | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪⓪⓪⓪⓪<br>①①①①①①<br>②②②②②<br>③③③③③<br>④④④④<br>⑤⑤⑤⑤<br>⑥⑥⑥⑥<br>⑦⑦⑦⑦<br>⑧⑧⑧⑧<br>⑨⑨⑨⑨ |
| 2. Has adult been identified as disabled? | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no |
| 2a. If yes, give the source of the information. | ○ school district<br>○ receives SSI disability payment<br>○ self-report<br>○ other | ○ school district<br>○ receives SSI disability payment<br>○ self-report<br>○ other | ○ school district<br>○ receives SSI disability payment<br>○ self-report<br>○ other | ○ school district<br>○ receives SSI disability payment<br>○ self-report<br>○ other | ○ school district<br>○ receives SSI disability payment<br>○ self-report<br>○ other |
| 3. In what Even Start core services has this adult participated during the year?<br>*Mark all that apply* | ○ parent education<br>○ adult basic education (0-4)<br>○ adult basic education (5-8)<br>○ adult secondary education (9-12)<br>○ GED preparation<br>○ ESL<br>○ other (specify:)<br>☐<br>○ none | ○ parent education<br>○ adult basic education (0-4)<br>○ adult basic education (5-8)<br>○ adult secondary education (9-12)<br>○ GED preparation<br>○ ESL<br>○ other (specify:)<br>☐<br>○ none | ○ parent education<br>○ adult basic education (0-4)<br>○ adult basic education (5-8)<br>○ adult secondary education (9-12)<br>○ GED preparation<br>○ ESL<br>○ other (specify:)<br>☐<br>○ none | ○ parent education<br>○ adult basic education (0-4)<br>○ adult basic education (5-8)<br>○ adult secondary education (9-12)<br>○ GED preparation<br>○ ESL<br>○ other (specify:)<br>☐<br>○ none | ○ parent education<br>○ adult basic education (0-4)<br>○ adult basic education (5-8)<br>○ adult secondary education (9-12)<br>○ GED preparation<br>○ ESL<br>○ other (specify:)<br>☐<br>○ none |

| | Adult a | Adult b | Adult c | Adult d | Adult e |
|---|---|---|---|---|---|
| 4. What Even Start support services has this adult received to enable him/her to take advantage of core services?<br>*Mark all that apply* | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ advocacy assistance with government agencies<br>○ counseling<br>○ referrals for screening or treatment for chemical dependency<br>○ special care for handicapped family members<br>○ translators<br>○ stipends<br>○ none | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ advocacy assistance with government agencies<br>○ counseling<br>○ referrals for screening or treatment for chemical dependency<br>○ special care for handicapped family members<br>○ translators<br>○ stipends<br>○ none | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ advocacy assistance with government agencies<br>○ counseling<br>○ referrals for screening or treatment for chemical dependency<br>○ special care for handicapped family members<br>○ translators<br>○ stipends<br>○ none | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ advocacy assistance with government agencies<br>○ counseling<br>○ referrals for screening or treatment for chemical dependency<br>○ special care for handicapped family members<br>○ translators<br>○ stipends<br>○ none | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ advocacy assistance with government agencies<br>○ counseling<br>○ referrals for screening or treatment for chemical dependency<br>○ special care for handicapped family members<br>○ translators<br>○ stipends<br>○ none |
| 5a. Are you currently employed? | ○ Yes, full time<br>○ Yes, part time<br>○ No | ○ Yes, full time<br>○ Yes, part time<br>○ No | ○ Yes, full time<br>○ Yes, part time<br>○ No | ○ Yes, full time<br>○ Yes, part time<br>○ No | ○ Yes, full time<br>○ Yes, part time<br>○ No |
| 5b. **IF YES:** For how many months in a row have you been employed? | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more |
| 5c. **IF NO:** How many months in a row have you been unemployed? | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more | ○ less than 6 months<br>○ 6 to 12 months<br>○ 12 months or more |

## Characteristics of Children

*By the end of the reporting period, complete for each child through age 7.*

| | Child z | Child y | Child x | Child w | Child v |
|---|---|---|---|---|---|
| 6. Enter birthdate to ensure that code letter is correct. | MO \| DAY \| YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪ ⓪⓪ ⓪⓪<br>①① ①① ①①<br>② ②② ②②<br>③ ③③ ③③<br>④ ④ ④④<br>⑤ ⑤ ⑤⑤<br>⑥ ⑥ ⑥⑥<br>⑦ ⑦ ⑦⑦<br>⑧ ⑧ ⑧⑧<br>⑨ ⑨ ⑨⑨ | MO \| DAY \| YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪ ⓪⓪ ⓪⓪<br>①① ①① ①①<br>② ②② ②②<br>③ ③③ ③③<br>④ ④ ④④<br>⑤ ⑤ ⑤⑤<br>⑥ ⑥ ⑥⑥<br>⑦ ⑦ ⑦⑦<br>⑧ ⑧ ⑧⑧<br>⑨ ⑨ ⑨⑨ | MO \| DAY \| YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪ ⓪⓪ ⓪⓪<br>①① ①① ①①<br>② ②② ②②<br>③ ③③ ③③<br>④ ④ ④④<br>⑤ ⑤ ⑤⑤<br>⑥ ⑥ ⑥⑥<br>⑦ ⑦ ⑦⑦<br>⑧ ⑧ ⑧⑧<br>⑨ ⑨ ⑨⑨ | MO \| DAY \| YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪ ⓪⓪ ⓪⓪<br>①① ①① ①①<br>② ②② ②②<br>③ ③③ ③③<br>④ ④ ④④<br>⑤ ⑤ ⑤⑤<br>⑥ ⑥ ⑥⑥<br>⑦ ⑦ ⑦⑦<br>⑧ ⑧ ⑧⑧<br>⑨ ⑨ ⑨⑨ | MO \| DAY \| YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪ ⓪⓪ ⓪⓪<br>①① ①① ①①<br>② ②② ②②<br>③ ③③ ③③<br>④ ④ ④④<br>⑤ ⑤ ⑤⑤<br>⑥ ⑥ ⑥⑥<br>⑦ ⑦ ⑦⑦<br>⑧ ⑧ ⑧⑧<br>⑨ ⑨ ⑨⑨ |
| 7. Has child been identified as having special needs? | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no |
| 7a. If yes, what special needs have been identified? | ○ speech<br>○ visual handicap<br>○ hearing problem<br>○ deafness<br>○ orthopedic problem<br>○ other physical disability<br>○ specific learning problem<br>○ emotional problem<br>○ mental retardation<br>○ other (specify:)<br>☐ | ○ speech<br>○ visual handicap<br>○ hearing problem<br>○ deafness<br>○ orthopedic problem<br>○ other physical disability<br>○ specific learning problem<br>○ emotional problem<br>○ mental retardation<br>○ other (specify:)<br>☐ | ○ speech<br>○ visual handicap<br>○ hearing problem<br>○ deafness<br>○ orthopedic problem<br>○ other physical disability<br>○ specific learning problem<br>○ emotional problem<br>○ mental retardation<br>○ other (specify:)<br>☐ | ○ speech<br>○ visual handicap<br>○ hearing problem<br>○ deafness<br>○ orthopedic problem<br>○ other physical disability<br>○ specific learning problem<br>○ emotional problem<br>○ mental retardation<br>○ other (specify:)<br>☐ | ○ speech<br>○ visual handicap<br>○ hearing problem<br>○ deafness<br>○ orthopedic problem<br>○ other physical disability<br>○ specific learning problem<br>○ emotional problem<br>○ mental retardation<br>○ other (specify:)<br>☐ |
| 7b. Please give source of information. | ○ school district<br>○ parent report<br>○ other | ○ school district<br>○ parent report<br>○ other | ○ school district<br>○ parent report<br>○ other | ○ school district<br>○ parent report<br>○ other | ○ school district<br>○ parent report<br>○ other |
| 8. Is the child's primary language English? If no, specify primary language: | ○ yes ○ no<br>☐ | ○ yes ○ no<br>☐ | ○ yes ○ no<br>☐ | ○ yes ○ no<br>☐ | ○ yes ○ no<br>☐ |

|  | **Child z** | **Child y** | **Child x** | **Child w** | **Child v** |
|---|---|---|---|---|---|
| 9. What core Even Start services has the child participated in during the current project year?<br>*A service must be a planned educational activity with a curriculum to be considered a core service.* | ○ adult/child (home or center based)<br>○ organized, center-based ECE<br>○ individualized, home-based ECE<br>○ daycare with educational component<br>○ educational services for school-age children outside regular school hours (before/after school, weekends)<br>○ compulsory schooling (K-3) *coordinated with* Even Start<br>○ other, specify:<br>○ none | ○ adult/child (home or center based)<br>○ organized, center-based ECE<br>○ individualized, home-based ECE<br>○ daycare with educational component<br>○ educational services for school-age children outside regular school hours (before/after school, weekends)<br>○ compulsory schooling (K-3) *coordinated with* Even Start<br>○ other, specify:<br>○ none | ○ adult/child (home or center based)<br>○ organized, center-based ECE<br>○ individualized, home-based ECE<br>○ daycare with educational component<br>○ educational services for school-age children outside regular school hours (before/after school, weekends)<br>○ compulsory schooling (K-3) *coordinated with* Even Start<br>○ other, specify:<br>○ none | ○ adult/child (home or center based)<br>○ organized, center-based ECE<br>○ individualized, home-based ECE<br>○ daycare with educational component<br>○ educational services for school-age children outside regular school hours (before/after school, weekends)<br>○ compulsory schooling (K-3) *coordinated with* Even Start<br>○ other, specify:<br>○ none | ○ adult/child (home or center based)<br>○ organized, center-based ECE<br>○ individualized, home-based ECE<br>○ daycare with educational component<br>○ educational services for school-age children outside regular school hours (before/after school, weekends)<br>○ compulsory schooling (K-3) *coordinated with* Even Start<br>○ other, specify:<br>○ none |
| 10. What other Even Start services has the child received beyond Even Start core services? | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ counseling<br>○ translators<br>○ other (specify:)<br>○ none | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ counseling<br>○ translators<br>○ other (specify:)<br>○ none | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ counseling<br>○ translators<br>○ other (specify:)<br>○ none | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ counseling<br>○ translators<br>○ other (specify:)<br>○ none | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ counseling<br>○ translators<br>○ other (specify:)<br>○ none |

*Use the following for additional children.*

| | Child u | Child t | Child s | Child r | Child q |
|---|---|---|---|---|---|
| 6. Enter birthdate to ensure that code letter is correct. | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪ ⓪⓪ ⓪⓪<br>①① ①① ①①<br>② ②② ②②<br>③ ③③ ③③<br>④ ④ ④④<br>⑤ ⑤ ⑤⑤<br>⑥ ⑥ ⑥⑥<br>⑦ ⑦ ⑦⑦<br>⑧ ⑧ ⑧⑧<br>⑨ ⑨ ⑨⑨ | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪ ⓪⓪ ⓪⓪<br>①① ①① ①①<br>② ②② ②②<br>③ ③③ ③③<br>④ ④ ④④<br>⑤ ⑤ ⑤⑤<br>⑥ ⑥ ⑥⑥<br>⑦ ⑦ ⑦⑦<br>⑧ ⑧ ⑧⑧<br>⑨ ⑨ ⑨⑨ | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪ ⓪⓪ ⓪⓪<br>①① ①① ①①<br>② ②② ②②<br>③ ③③ ③③<br>④ ④ ④④<br>⑤ ⑤ ⑤⑤<br>⑥ ⑥ ⑥⑥<br>⑦ ⑦ ⑦⑦<br>⑧ ⑧ ⑧⑧<br>⑨ ⑨ ⑨⑨ | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪ ⓪⓪ ⓪⓪<br>①① ①① ①①<br>② ②② ②②<br>③ ③③ ③③<br>④ ④ ④④<br>⑤ ⑤ ⑤⑤<br>⑥ ⑥ ⑥⑥<br>⑦ ⑦ ⑦⑦<br>⑧ ⑧ ⑧⑧<br>⑨ ⑨ ⑨⑨ | MO DAY YR<br>☐☐ ☐☐ ☐☐<br>⓪⓪ ⓪⓪ ⓪⓪<br>①① ①① ①①<br>② ②② ②②<br>③ ③③ ③③<br>④ ④ ④④<br>⑤ ⑤ ⑤⑤<br>⑥ ⑥ ⑥⑥<br>⑦ ⑦ ⑦⑦<br>⑧ ⑧ ⑧⑧<br>⑨ ⑨ ⑨⑨ |
| 7. Has child been identified as having special needs? | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no | ○ yes ○ no |
| 7a. If yes, what special needs have been identified? | ○ speech<br>○ visual handicap<br>○ hearing problem<br>○ deafness<br>○ orthopedic problem<br>○ other physical disability<br>○ specific learning problem<br>○ emotional problem<br>○ mental retardation<br>○ other (specify:)<br>☐ | ○ speech<br>○ visual handicap<br>○ hearing problem<br>○ deafness<br>○ orthopedic problem<br>○ other physical disability<br>○ specific learning problem<br>○ emotional problem<br>○ mental retardation<br>○ other (specify:)<br>☐ | ○ speech<br>○ visual handicap<br>○ hearing problem<br>○ deafness<br>○ orthopedic problem<br>○ other physical disability<br>○ specific learning problem<br>○ emotional problem<br>○ mental retardation<br>○ other (specify:)<br>☐ | ○ speech<br>○ visual handicap<br>○ hearing problem<br>○ deafness<br>○ orthopedic problem<br>○ other physical disability<br>○ specific learning problem<br>○ emotional problem<br>○ mental retardation<br>○ other (specify:)<br>☐ | ○ speech<br>○ visual handicap<br>○ hearing problem<br>○ deafness<br>○ orthopedic problem<br>○ other physical disability<br>○ specific learning problem<br>○ emotional problem<br>○ mental retardation<br>○ other (specify:)<br>☐ |
| 7b. Please give source of information. | ○ school district<br>○ parent report<br>○ other | ○ school district<br>○ parent report<br>○ other | ○ school district<br>○ parent report<br>○ other | ○ school district<br>○ parent report<br>○ other | ○ school district<br>○ parent report<br>○ other |
| 8. Is the child's primary language English? If no, specify primary language: | ○ yes ○ no<br>☐ | ○ yes ○ no<br>☐ | ○ yes ○ no<br>☐ | ○ yes ○ no<br>☐ | ○ yes ○ no<br>☐ |

131

132

| | **Child u** | **Child t** | **Child s** | **Child r** | **Child q** |
|---|---|---|---|---|---|
| 9. What core Even Start services has the child participated in during the current project year?<br>*A service must be a planned educational activity with a curriculum to be considered a core service.* | ○ adult/child (home or center based)<br>○ organized, center-based ECE<br>○ individualized, home-based ECE<br>○ daycare with educational component<br>○ educational services for school-age children outside regular school hours (before/after school, weekends)<br>○ compulsory schooling (K-3) *coordinated with* Even Start<br>○ other, specify:<br>○ none | ○ adult/child (home or center based)<br>○ organized, center-based ECE<br>○ individualized, home-based ECE<br>○ daycare with educational component<br>○ educational services for school-age children outside regular school hours (before/after school, weekends)<br>○ compulsory schooling (K-3) *coordinated with* Even Start<br>○ other, specify:<br>○ none | ○ adult/child (home or center based)<br>○ organized, center-based ECE<br>○ individualized, home-based ECE<br>○ daycare with educational component<br>○ educational services for school-age children outside regular school hours (before/after school, weekends)<br>○ compulsory schooling (K-3) *coordinated with* Even Start<br>○ other, specify:<br>○ none | ○ adult/child (home or center based)<br>○ organized, center-based ECE<br>○ individualized, home-based ECE<br>○ daycare with educational component<br>○ educational services for school-age children outside regular school hours (before/after school, weekends)<br>○ compulsory schooling (K-3) *coordinated with* Even Start<br>○ other, specify:<br>○ none | ○ adult/child (home or center based)<br>○ organized, center-based ECE<br>○ individualized, home-based ECE<br>○ daycare with educational component<br>○ educational services for school-age children outside regular school hours (before/after school, weekends)<br>○ compulsory schooling (K-3) *coordinated with* Even Start<br>○ other, specify:<br>○ none |
| 10. What other Even Start services has the child received beyond Even Start core services? | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ counseling<br>○ translators<br>○ other (specify:)<br>○ none | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ counseling<br>○ translators<br>○ other (specify:)<br>○ none | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ counseling<br>○ translators<br>○ other (specify:)<br>○ none | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ counseling<br>○ translators<br>○ other (specify:)<br>○ none | ○ transportation<br>○ custodial child care (babysitting)<br>○ health care<br>○ meals<br>○ counseling<br>○ translators<br>○ other (specify:)<br>○ none |

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# EVEN START *NATIONAL EVALUATION INFORMATION SYSTEM*
# FORM II: MONTHLY LOG OF CORE SERVICES TO FAMILIES

**FAMILY CODE**

| | | | - | | | | |
|---|---|---|---|---|---|---|---|
| ○ | ○ | 0 | | 0 | 0 | 0 | 0 |
| A | A | 1 | | 1 | 1 | 1 | 1 |
| B | B | 2 | | 2 | 2 | 2 | 2 |
| C | C | 3 | | 3 | 3 | 3 | 3 |
| D | D | 4 | | 4 | 4 | 4 | 4 |
| E | E | 5 | | 5 | 5 | 5 | 5 |
| F | F | 6 | | 6 | 6 | 6 | 6 |
| G | G | 7 | | 7 | 7 | 7 | 7 |
| H | H | 8 | | 8 | 8 | 8 | 8 |
| I | I | 9 | | 9 | 9 | 9 | 9 |
| J | J | | | | | | |
| K | K | | | | | | |
| L | L | | | | | | |
| M | M | | | | | | |
| N | N | | | | | | |
| O | O | | | | | | |
| P | P | | | | | | |
| Q | Q | | | | | | |
| R | R | | | | | | |
| S | S | | | | | | |
| T | T | | | | | | |
| U | U | | | | | | |
| V | V | | | | | | |
| W | W | | | | | | |
| X | X | | | | | | |
| Y | Y | | | | | | |
| Z | Z | | | | | | |

| | | | |
|---|---|---|---|
| ○ June | ○ October | ○ February | ○ 1990 |
| ○ July | ○ November | ○ March | ○ 1991 |
| ○ August | ○ December | ○ April | ○ 1992 |
| ○ September | ○ January | ○ May | ○ 1993 |

Instructions are provided on reverse side of this page.

## *Early Childhood Education*

*Adult & Child ID letters:*

| | | |
|---|---|---|
| a | z | u |
| b | y | t |
| c | x | s |
| d | w | r |
| e | v | q |

| *Home-based* | | *School/center-based* | | *Other* | |
|---|---|---|---|---|---|
| Parent not present | Parent present | Parent not present | Parent present | Parent not present | Parent present |
| ☐☐ | ☐☐ | ☐☐ | ☐☐ | ☐☐ | ☐☐ |
| 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| 1 1 | 1 1 | 1 1 | 1 1 | 1 1 | 1 1 |
| 2 2 | 2 2 | 2 2 | 2 2 | 2 2 | 2 2 |
| 3 3 | 3 3 | 3 3 | 3 3 | 3 3 | 3 3 |
| 4 4 | 4 4 | 4 4 | 4 4 | 4 4 | 4 4 |
| 5 5 | 5 5 | 5 5 | 5 5 | 5 5 | 5 5 |
| 6 6 | 6 6 | 6 6 | 6 6 | 6 6 | 6 6 |
| 7 7 | 7 7 | 7 7 | 7 7 | 7 7 | 7 7 |
| 8 8 | 8 8 | 8 8 | 8 8 | 8 8 | 8 8 |
| 9 9 | 9 9 | 9 9 | 9 9 | 9 9 | 9 9 |

## *Parenting Education*

*Adult & Child ID letters:*

| | | |
|---|---|---|
| a | z | u |
| b | y | t |
| c | x | s |
| d | w | r |
| e | v | q |

| *Home-based* | | *School/center-based* | | *Other* | |
|---|---|---|---|---|---|
| Child not present | Child present | Child not present | Child present | Child not present | Child present |
| ☐☐ | ☐☐ | ☐☐ | ☐☐ | ☐☐ | ☐☐ |
| 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| 1 1 | 1 1 | 1 1 | 1 1 | 1 1 | 1 1 |
| 2 2 | 2 2 | 2 2 | 2 2 | 2 2 | 2 2 |
| 3 3 | 3 3 | 3 3 | 3 3 | 3 3 | 3 3 |
| 4 4 | 4 4 | 4 4 | 4 4 | 4 4 | 4 4 |
| 5 5 | 5 5 | 5 5 | 5 5 | 5 5 | 5 5 |
| 6 6 | 6 6 | 6 6 | 6 6 | 6 6 | 6 6 |
| 7 7 | 7 7 | 7 7 | 7 7 | 7 7 | 7 7 |
| 8 8 | 8 8 | 8 8 | 8 8 | 8 8 | 8 8 |
| 9 9 | 9 9 | 9 9 | 9 9 | 9 9 | 9 9 |

## *Adult Basic Education*

*Adult & Child ID letters:*

| | | |
|---|---|---|
| a | z | u |
| b | y | t |
| c | x | s |
| d | w | r |
| e | v | q |

| *Home-based* | | *School/center-based* | | *Other* | |
|---|---|---|---|---|---|
| Child not present | Child present | Child not present | Child present | Child not present | Child present |
| ☐☐ | ☐☐ | ☐☐ | ☐☐ | ☐☐ | ☐☐ |
| 0 0 | 0 0 | 0 0 | 0 0 | 0 0 | 0 0 |
| 1 1 | 1 1 | 1 1 | 1 1 | 1 1 | 1 1 |
| 2 2 | 2 2 | 2 2 | 2 2 | 2 2 | 2 2 |
| 3 3 | 3 3 | 3 3 | 3 3 | 3 3 | 3 3 |
| 4 4 | 4 4 | 4 4 | 4 4 | 4 4 | 4 4 |
| 5 5 | 5 5 | 5 5 | 5 5 | 5 5 | 5 5 |
| 6 6 | 6 6 | 6 6 | 6 6 | 6 6 | 6 6 |
| 7 7 | 7 7 | 7 7 | 7 7 | 7 7 | 7 7 |
| 8 8 | 8 8 | 8 8 | 8 8 | 8 8 | 8 8 |
| 9 9 | 9 9 | 9 9 | 9 9 | 9 9 | 9 9 |

Public reporting burden for this collection of information is estimated to average 0.75 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0049, Washington, D.C. 20503. Expires 7/31/93.

**STRUCTIONS:** Form II is a monthly record of the hours of Even Start core services received by the target adult and target child who ve been identified as the primary recipients of core services in a family. Record all hours of core service, whether they were provided rectly by Even Start, or by a cooperating agency (for example, a Head Start program which is cooperating to provide Early Childhood ducation).

**he total of hours** is recorded for each type of core service (Early Childhood Education, Parenting Education and Adult Basic Education), parately for the Home, School/Center, or "Other" settings such as field trips.

**or Early Childhood Education services,** hours should be totaled separately for activities in which a parent (or major caregiver of the rget child) was present and those in which a parent was not present. For Parenting Education and Adult Basic Education services, hours ould be totaled separately for activities in which the target child or another child of eligible age was present and those in which such a ild was not.

**an activity involves more than one core service area,** count the hours under all areas covered. For example, a two hour field trip with rents and children to the local library could be marked in the "other" column as two hours of Early Childhood Education **AND** two hours Parenting Education.

**ound monthly totals** to the nearest hour. Two months of core services for one family can be recorded on this form, one month on each de. *Please be sure to "bubble-in" the family code, month and year for each month recorded, and the ID letters of participating adults and ildren for each type of Even Start core service.*

---

| | | | | |
|---|---|---|---|---|
| ○ June | ○ September | ○ December | ○ March | ○ 1991 |
| ○ July | ○ October | ○ January | ○ April | ○ 1992 |
| ○ August | ○ November | ○ February | ○ May | ○ 1993 |

| | *Home-based* | | *School/center-based* | | *Other* | |
|---|---|---|---|---|---|---|
| ***Early Childhood Education*** | **Parent not present** | **Parent present** | **Parent not present** | **Parent present** | **Parent not present** | **Parent present** |
| | ⓪ ⓪ | ⓪ ⓪ | ⓪ ⓪ | ⓪ ⓪ | ⓪ ⓪ | ⓪ ⓪ |
| | ① ① | ① ① | ① ① | ① ① | ① ① | ① ① |
| ***Adult & Child ID letters:*** | ② ② | ② ② | ② ② | ② ② | ② ② | ② ② |
| | ③ ③ | ③ ③ | ③ ③ | ③ ③ | ③ ③ | ③ ③ |
| | ④ ④ | ④ ④ | ④ ④ | ④ ④ | ④ ④ | ④ ④ |
| ⓐ ⓩ ⓤ | ⑤ ⑤ | ⑤ ⑤ | ⑤ ⑤ | ⑤ ⑤ | ⑤ ⑤ | ⑤ ⑤ |
| ⓑ ⓨ ⓣ | ⑥ ⑥ | ⑥ ⑥ | ⑥ ⑥ | ⑥ ⑥ | ⑥ ⑥ | ⑥ ⑥ |
| ⓒ ⓧ ⓢ | ⑦ ⑦ | ⑦ ⑦ | ⑦ ⑦ | ⑦ ⑦ | ⑦ ⑦ | ⑦ ⑦ |
| ⓓ ⓦ ⓡ | ⑧ ⑧ | ⑧ ⑧ | ⑧ ⑧ | ⑧ ⑧ | ⑧ ⑧ | ⑧ ⑧ |
| ⓔ ⓥ ⓠ | ⑨ ⑨ | ⑨ ⑨ | ⑨ ⑨ | ⑨ ⑨ | ⑨ ⑨ | ⑨ ⑨ |
| ***Parenting Education*** | **Child not present** | **Child present** | **Child not present** | **Child present** | **Child not present** | **Child present** |
| | ⓪ ⓪ | ⓪ ⓪ | ⓪ ⓪ | ⓪ ⓪ | ⓪ ⓪ | ⓪ ⓪ |
| | ① ① | ① ① | ① ① | ① ① | ① ① | ① ① |
| ***Adult & Child ID letters:*** | ② ② | ② ② | ② ② | ② ② | ② ② | ② ② |
| | ③ ③ | ③ ③ | ③ ③ | ③ ③ | ③ ③ | ③ ③ |
| | ④ ④ | ④ ④ | ④ ④ | ④ ④ | ④ ④ | ④ ④ |
| ⓐ ⓩ ⓤ | ⑤ ⑤ | ⑤ ⑤ | ⑤ ⑤ | ⑤ ⑤ | ⑤ ⑤ | ⑤ ⑤ |
| ⓑ ⓨ ⓣ | ⑥ ⑥ | ⑥ ⑥ | ⑥ ⑥ | ⑥ ⑥ | ⑥ ⑥ | ⑥ ⑥ |
| ⓒ ⓧ ⓢ | ⑦ ⑦ | ⑦ ⑦ | ⑦ ⑦ | ⑦ ⑦ | ⑦ ⑦ | ⑦ ⑦ |
| ⓓ ⓦ ⓡ | ⑧ ⑧ | ⑧ ⑧ | ⑧ ⑧ | ⑧ ⑧ | ⑧ ⑧ | ⑧ ⑧ |
| ⓔ ⓥ ⓠ | ⑨ ⑨ | ⑨ ⑨ | ⑨ ⑨ | ⑨ ⑨ | ⑨ ⑨ | ⑨ ⑨ |
| ***Adult Basic Education*** | **Child not present** | **Child present** | **Child not present** | **Child present** | **Child not present** | **Child present** |
| | ⓪ ⓪ | ⓪ ⓪ | ⓪ ⓪ | ⓪ ⓪ | ⓪ ⓪ | ⓪ ⓪ |
| | ① ① | ① ① | ① ① | ① ① | ① ① | ① ① |
| ***Adult & Child ID letters:*** | ② ② | ② ② | ② ② | ② ② | ② ② | ② ② |
| | ③ ③ | ③ ③ | ③ ③ | ③ ③ | ③ ③ | ③ ③ |
| | ④ ④ | ④ ④ | ④ ④ | ④ ④ | ④ ④ | ④ ④ |
| ⓐ ⓩ ⓤ | ⑤ ⑤ | ⑤ ⑤ | ⑤ ⑤ | ⑤ ⑤ | ⑤ ⑤ | ⑤ ⑤ |
| ⓑ ⓨ ⓣ | ⑥ ⑥ | ⑥ ⑥ | ⑥ ⑥ | ⑥ ⑥ | ⑥ ⑥ | ⑥ ⑥ |
| ⓒ ⓧ ⓢ | ⑦ ⑦ | ⑦ ⑦ | ⑦ ⑦ | ⑦ ⑦ | ⑦ ⑦ | ⑦ ⑦ |
| ⓓ ⓦ ⓡ | ⑧ ⑧ | ⑧ ⑧ | ⑧ ⑧ | ⑧ ⑧ | ⑧ ⑧ | ⑧ ⑧ |
| ⓔ ⓥ ⓠ | ⑨ ⑨ | ⑨ ⑨ | ⑨ ⑨ | ⑨ ⑨ | ⑨ ⑨ | ⑨ ⑨ |

# EVEN START

# NATIONAL EVALUATION INFORMATION SYSTEM

## PART III

## PROGRAM IMPLEMENTATION

Part III of NEIS consists of one form (Form III) with six sections (A through F). The purpose of Form III is to gather program implementation information for each Even Start project. The information gathered will be used to generate a national profile of Even Start programs.

The purpose of this form is to document what programs actually do rather than what they planned to do. Form III is to be completed twice a year. The two reporting periods are June 1 - November 30 and December 1 - May 31. Reports are due December 15 and June 15.

It is expected that the Even Start project director and/or evaluator would be responsible for completing Form III. However, several of the items require that data be gathered from other cooperating agencies and from various records maintained by the project (e.g., records on services provided, records of expenditures).

Program Code: ______________________________

Reporting Period: ____________ to ______________

*Public reporting burden for this collection of information is estimated to average 8 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0049*, Washington, D.C. 20503.*

*(* Expires 7/31/93)*

# NEIS PART III: PROGRAM IMPLEMENTATION

## FORM IIIA: CHARACTERISTICS OF CORE PROGRAM SERVICES OFFERED

1. Check all of the types of **core services** delivered in the past reporting period. Report services provided directly by Even Start staff and by staff working for cooperating agencies separately. (Check all that apply.)

| | | (A) Provided by Even Start | (B) Provided by cooperating agencies |
|---|---|---|---|
| 1a. | Activities involving the parent and child together | | |
| | 1. reading and storytelling | ☐ | ☐ |
| | 2. writing | ☐ | ☐ |
| | 3. working with numbers (e.g., counting) | ☐ | ☐ |
| | 4. computer activities | ☐ | ☐ |
| | 5. arts and crafts | ☐ | ☐ |
| | 6. readiness skills (e.g., shapes, colors) | ☐ | ☐ |
| | 7. gross motor play | ☐ | ☐ |
| | 8. social development and play | ☐ | ☐ |
| | 9. health and nutrition | ☐ | ☐ |
| | 10. other, specify | | |
| | ______________________ | ☐ | ☐ |
| | ______________________ | ☐ | ☐ |
| 1b. | Parenting activities without children present | | |
| | 1. behavior management | ☐ | ☐ |
| | 2. child development | ☐ | ☐ |
| | 3. assistance with other social service agencies | ☐ | ☐ |
| | 4. parent role in education | ☐ | ☐ |
| | 5. school routines | ☐ | ☐ |
| | 6. health and nutrition | ☐ | ☐ |
| | 7. building parent self esteem | ☐ | ☐ |
| | 8. life skills | ☐ | ☐ |
| | 9. other, specify | | |
| | ______________________ | ☐ | ☐ |
| | ______________________ | ☐ | ☐ |

| | (A) Provided by Even Start | (B) Provided by cooperating agencies |
|---|---|---|
| 1c. Adult education services | | |
| 1. adult basic education (0-4) | ☐ | ☐ |
| 2. adult basic education (5-8) | ☐ | ☐ |
| 3. adult secondary education (9-12) | ☐ | ☐ |
| 4. GED preparation | ☐ | ☐ |
| 5. ESL | ☐ | ☐ |
| 6. other, specify | | |
| ______________________ | ☐ | ☐ |
| ______________________ | ☐ | ☐ |
| 1d. Early childhood education services provided by teachers other than parents | | |
| 1. Head Start | | ☐ |
| 2. Chapter 1 prekindergarten | | ☐ |
| 3. preschool | ☐ | ☐ |
| 4. kindergarten | ☐ | ☐ |
| 5. primary | ☐ | ☐ |
| 6. other, specify | | |
| ______________________ | ☐ | ☐ |
| ______________________ | ☐ | ☐ |

1e. If there are other services that are significant to the central purpose of your program, please list below. Note: support services are addressed in item 5 of Form IIIB.

| | | |
|---|---|---|
| ____________________________ | ☐ | ☐ |
| ____________________________ | ☐ | ☐ |
| ____________________________ | ☐ | ☐ |

2. For what term of the year are core services offered? (Check **only one** for each core area. If core services in any one area are offered for different terms for subgroups of participants, check "other term" and explain below. See Instructions for a fuller explanation.)

| | Year round | Regular school | Other term |
|---|---|---|---|
| a. Activities involving the parent and child together | ☐ | ☐ | ☐ |
| b. Parenting activities without children present | ☐ | ☐ | ☐ |
| c. Adult education | ☐ | ☐ | ☐ |
| d. Early childhood | ☐ | ☐ | ☐ |

If you checked "other term" for any of the previous four items (a-d), please describe the time of year core services are offered, or variations in terms for groups of participants, in the space below.

3. Provide a brief description of the typical patterns of core services (frequency, duration, setting) for the parent and child together and for parent education without children present. For example, a typical week might include three center-based activities of two hours each for parents alone combined with a one hour home visit involving both the child and the parent.

4. List any commonly available curricula, curriculum materials, or instructional programs which are a significant component of Even Start core services including those items used by cooperating agencies. List materials under the appropriate heading.

   a. Activities involving the parent and child together (e.g., PACE, HIPPY, Parents as Teachers, Mother-Child Home Program)

   b. Parenting activities without children present (e.g., Systematic Training for Effective Parenting; Good Beginnings: Parenting in the Early Years; The First Three Years of Life)

c. Adult education (e.g., Adult Performance Level, MOTHERREAD, Laubach Way to Reading)

d. Early childhood (e.g., Bank Street; High/Scope; Early Prevention of School Failure)

## NEIS PART III: PROGRAM IMPLEMENTATION

## FORM IIIB: SUPPORT SERVICES AND OTHER SPECIAL ACTIVITIES

5. Check all types of support services made available in the current reporting period. Report services provided directly by Even Start staff and by staff working for cooperating agencies separately. (Check all that apply).

| | | (A) Provided by Even Start | (B) Provided by cooperating agencies |
|---|---|---|---|
| a. | transportation | ☐ | ☐ |
| b. | custodial childcare | ☐ | ☐ |
| c. | health care | ☐ | ☐ |
| d. | meals | ☐ | ☐ |
| e. | nutrition assistance | ☐ | ☐ |
| f. | mental health referral | ☐ | ☐ |
| g. | referrals for employment | ☐ | ☐ |
| h. | advocacy assistance with government agencies | ☐ | ☐ |
| i. | counseling | ☐ | ☐ |
| j. | child protective services | ☐ | ☐ |
| k. | referrals for screening or treatment for chemical dependency | ☐ | ☐ |
| l. | referrals for services to battered women | ☐ | ☐ |
| m. | special care for handicapped family member | ☐ | ☐ |
| n. | parent stipend | ☐ | ☐ |
| o. | translators | ☐ | ☐ |
| p. | other, specify | | |
| | ______________________ | ☐ | ☐ |
| | ______________________ | ☐ | ☐ |

6. List any special Even Start activities (e.g., a one-time family movie night) involving parents and children together during the current reporting period. Briefly describe the purpose of each activity.

| | Activity | Purpose |
|---|---|---|
| a. | ______________________ | ______________________________ |
| b. | ______________________ | ______________________________ |
| c. | ______________________ | ______________________________ |

## NEIS PART III: PROGRAM IMPLEMENTATION

## FORM IIIC: RECRUITMENT, SCREENING, ASSESSMENT

7. Which strategies were most successful for recruiting eligible participants during the current reporting period? (Check up to three strategies which resulted in the most participants.)

- ☐ mass media
- ☐ targeted mailings in attendance area
- ☐ personal phone contact in attendance area
- ☐ home visits in attendance area
- ☐ referrals by public school
- ☐ referrals by Head Start
- ☐ referrals by other agency (e.g., welfare, JTPA)
- ☐ other, specify ______________________________
- ☐ no recruiting activities were conducted during the current reporting period

8. Does your program have a special focus which results in eligibility requirements which are more specific than those in the Even Start law or regulations (e.g., only serve 3-4 year olds, adults with limited English proficiency)?

☐ yes ☐ no

If the answer is yes, list the criteria used for including adults and children in the project.

9. Which of the following steps were included in formal screening of participants (prior to enrollment)? (Check all that apply.)

- ☐ orientation
- ☐ verification of eligibility
- ☐ assessing basic skills of adults
- ☐ testing children
- ☐ contact with other agencies involved with family
- ☐ counseling
- ☐ other, specify ______________________________
- ☐ no screening was conducted during the current reporting period

10. **List any tests or formal assessment instruments (other than those required by NEIS) that are used in the program. Indicate the primary purpose of each instrument.**

Adult Instruments

| Title, Form, Edition, Levels | Primary Function |
|---|---|
| 1. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| 2. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| 3. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| 4. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |

Child Instruments: Ages 1-2

| Title, Form, Edition, Levels | Primary Function |
|---|---|
| 1. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| 2. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| 3. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| 4. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |

Child Instruments: Ages 3-5

| Title, Form, Edition, Levels | Primary Function |
|---|---|
| 1. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| 2. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| 3. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| 4. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |

Child Instruments: Ages 6-7

| Title, Form, Edition, Levels | Primary Function |
|---|---|
| 1. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| 2. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| 3. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| 4. | ☐ diagnostic ☐ screening/placement ☐ program evaluation |

10a. **If you use any locally-developed or informal instruments, please check their primary purpose:**

| | Primary Function |
|---|---|
| a. Adult instruments | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| b. Child instruments: Ages 1-2 | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| c. Child Instruments: Ages 3-5 | ☐ diagnostic ☐ screening/placement ☐ program evaluation |
| d. Child Instruments: Ages 6-7 | ☐ diagnostic ☐ screening/placement ☐ program evaluation |

Project Code: __________

# FORM III-D

## Even Start Staffing Questionnaire: Project Director Report on Staffing

***All projects are required to submit the Project Director Report on Staffing on June 15, 1993. This form requests information on staff directly employed by Even Start (paid using either Even Start grant funds or the approved in-kind contribution).***

### Purpose

**Even Start Staffing Questionnaire: Project Director Report on Staffing (Form IIID)** collects project-level information about staff assignments, time spend on Even Start, key roles and qualifications of staff, staff development activities, and the project director's opinion about appropriate staffing for Even Start projects.

Information is collected on:

1. All staff funded by Even Start or local contribution (matching) funds.
2. Volunteers who contribute their time to activities directly funded by Even Start or local contribution (matching) funds.
3. In Item 3 alone, core service staff in collaborating agencies.

### General Instructions

- Even Start Staffing Questionnaire: Project Director Report on Staffing (Form IIID) should be submitted June 15, 1993.
- Projects are to report on staff who have worked on the Even Start project since June 1, 1992. ***Do not include information about staff who worked on the project prior to, but not since June 1, 1992.***

Name of person RMC Research should contact regarding this completed form:

______________________________ *(Name)*

______________________________ *(Telephone Number)*

*Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0049, Washington, D.C. 20503. This form expires 7/31/93.*

**FORM III-D: Project Director Report on Staffing**

**Project Code** ________

## 1. List of Even Start staff—paid using either Even Start grant or by local contribution (matching)

In column 1, list each staff member who has worked on the Even Start project between June 1, 1992 through May 31, 1993.

> Include staff paid for by Even Start grant funds, local matching contribution, or subcontract using either funds. **Do not include "collaborating agency" staff if their salaries are not paid for by Even Start or counted officially under the local matching contribution.**

In column 2, indicate their only assignment or their main assignments not to exceed three. Please use the assignments listed in Table 1.

In column 3, report the total number of hours each staff member has worked on Even Start over the past year (June 1, 1992 through May 31, 1993). Round up to the nearest whole hour for the total reported.

In column 4, indicate whether the staff member's salary is paid for by the Federal Even Start grant, or by other funds counted officially as part of the local matching contribution.

- Check "ES" if any of the recorded hours were paid for by Even Start.
- Check "LMC" if none of the hours were paid for by Even Start and any of the hours were paid for by the local matching contribution.
- Do not list a staff member if he or she was not paid for by Even Start or the local matching contributor.

In column 5, report the start date when the staff member joined Even Start. Report an end date in column 6 if the staff member has left the project.

Use additional pages if necessary.

## Table 1
## Staff Assignment Titles

*Please select the closest assignment that describes much or most of the work that the staff member does. This list is not a list of functions or duties. Many staff may occasionally provide training or develop curriculum modules, but this is not necessarily their main assignment.*

*If a staff member has two assignments — parent education instructor and early childhood education instructor, for example — then list both. No more than three assignments should be listed. If a staff member has more than three assignments, please list the three most important.*

---

**Project administrator** *(Project director, project coordinator, project administrator. May generally supervise, hire staff, conduct performance reviews, prepare budgets, coordinate with other agencies, or perform other leadership/management functions.)*

**Early childhood education instructor** *(Teacher, instructor)*

**Early childhood education aide**

**Early childhood education coordinator** *(Supervisor or coordinator. May select or design curriculum, train, supervise instructional staff.)*

**Adult education instructor** *(Teacher, instructor, tutor)*

**Adult education aide to instructor**

**Adult education coordinator** *(Supervisor or coordinator. May select or design curriculum, train, supervise instructional staff.)*

**Parent education instructor** *(Teacher, instructor)*

**Parent education aide**

**Parent education coordinator** *(Supervisor or coordinator. May select or design curriculum, train, supervise instructional staff.)*

**Family recruitment specialist**

**Family case management specialist**

**Evaluator** *(Data collection, data reporting, testing, other evaluation activities local or national)*

---

**Clerk-typist or secretary** *(Office services)*

**Support service** *(Transportation, custodial childcare, meals, health care, counseling, etc.)*

**Other (please specify)**

---

**FORM III-D: Project Director Report on Staffing**

**Project Code** ________

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**List of Even Start and Local Match Paid Staff**

| **Name**<br>(First, Middle Initial, Last) | **Primary Assignment** (Use Table 1) Maximum of three assignments. | **Number of hours** | **Even Start paid or local matching contribution?** (Use "ES" or "LMC") | **Original start date for Even Start service** Month/Year | **End date for Even Start service** (if have left) Month/Year |
|---|---|---|---|---|---|
| | | | ☐ ES<br>☐ LMC | | |
| | | | ☐ ES<br>☐ LMC | | |
| | | | ☐ ES<br>☐ LMC | | |
| | | | ☐ ES<br>☐ LMC | | |
| | | | ☐ ES<br>☐ LMC | | |
| | | | ☐ ES<br>☐ LMC | | |
| | | | ☐ ES<br>☐ LMC | | |
| | | | ☐ ES<br>☐ LMC | | |
| | | | ☐ ES<br>☐ LMC | | |
| | | | ☐ ES<br>☐ LMC | | |
| | | | ☐ ES<br>☐ LMC | | |
| | | | ☐ ES<br>☐ LMC | | |
| | | | ☐ ES<br>☐ LMC | | |
| | | | ☐ ES<br>☐ LMC | | |

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**FORM III-D: Project Director Report on Staffing**

**Project Code ________**

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## 2. Volunteers (unpaid)

*(Volunteers include parents who work with children in addition to their own.) Do not include volunteers for programs provided by collaborating agencies.*

A. **Number:** What is the total numbers of volunteers who provided Even Start services in the past year, by the following categories? **Please count each volunteer only once.** Please count them under their primary responsibility, the one in which they worked the most hours.

| Primary responsibility | Number of volunteers | |
|---|---|---|
| 1. Early childhood education | ____ | |
| 2. Parenting education | ____ | |
| 3. Adult education tutor[1] | ____ | |
| 4. Adult education instruction aide[2] | ____ | |
| 5. General support services (administration, child care, etc.) | ____ | |
| 6. Other (specify) | ____ | |
| TOTAL VOLUNTEERS | ____ | The sum of 1-6 should equal the total volunteers. |

B. **Volunteer qualifications:** Describe any minimum qualifications the Even Start program requires of its volunteers who help out in core service areas.

1. Qualifications for volunteers in early childhood education:

---

[1] Provides all adult education instruction for the client. Does not assist an adult education instructor.

[2] Provides tutorial or other support assisting an adult education instructor who provides the primary instruction to the client.

## FORM III-D: Project Director Report on Staffing

**Project Code ________**

2. Qualifications for volunteers in parenting education:

3. Qualifications for volunteers in adult education:

**FORM III-D: Project Director Report on Staffing**

**Project Code** ________

## 3. Number and Types of Collaborating Agency Staff Who Provided Core Services

*(Core services include early childhood education, parenting education, or adult basic skills education.)*

Please list the total number of staff funded by collaborating agencies who provided Even Start core services. Include those reported in Item 1 as paid for by Even Start (under local matching contribution) as well as those not included as paid for by Even Start. **Do not count a staff member more than once.** If they provided more than one core service, list them under the area in which they worked the most hours.

Total Number Funded by Collaborating Agencies

**Early childhood education**

A. Administrative staff ____

B. Teachers ____

C. Paraprofessionals (aides) ____

D. Other staff ____

**Parenting education**

E. Administrative staff ____

F. Teachers ____

G. Paraprofessionals (aides) ____

H. Other staff ____

**Adult Education**

I. Administrative staff ____

J. Teachers ____

K. Paraprofessionals (aides) ____

L. Other staff ____

**TOTAL COLLABORATING AGENCY STAFF** ____ Sum of A through L should equal the Total

FORM III-D: Project Director Report on Staffing

Project Code ________

## 4. Project Director Judgment about Staffing and Training

A. The Department of Education is interested in helping new projects with advice on staffing. This includes staff qualifications, assignments, numbers of staff with specific assignments, use of volunteers, and other features of how you staff your project. Think about your experience with Even Start and staffing changes you have made since your project started.

What advice can you offer to projects just starting out?

What staffing arrangements have worked well for you? Are there special features about your Even Start project that would affect who should adopt your staffing?

What staffing arrangements have not worked as well as you had expected and probably should be avoided by projects similar to yours?

---

**FORM III-D: Project Director Report on Staffing**

**Project Code ________**

---

B. Based on your experience in Even Start to date, what have you found to be the most important formal inservice training for staff providing Even Start services? (This could include training that was provided or that needs to be provided.) What advice would you offer to other projects on training?

C. If you provide for staff development in other ways besides formal inservice training (e.g., Individual Development Plans, formal mentoring relationships among staff members, and so on), please describe them and comment on how useful they have been.

# FORM IIIE. EVEN START COOPERATIVE ARRANGEMENTS

## 16. CORE SERVICES

General instructions: refer to the instructions for definitions of organization types (column 1) and column 3-6 codes describing (a) the type of influence other departments/programs, organizations, or agencies, have over each Even Start core service, and (b) the mechanism currently being used to enhance and maintain each cooperative linkage. If Even Start is coordinating with more than one department/program organization, or agency within an organization type, list each one separately in column 2 and enter the codes in appropriate cells of columns 3-6.

| Column 1 | Column 2 | Column 3 | | Column 4 | | Column 5 | | Column 6 | |
|---|---|---|---|---|---|---|---|---|---|
| **Organization Type** | **Name of Dept./Program, Organization, Agency** | **Adult-Child** | | **Parent Education** | | **Adult Education** | | **Early Childhood** | |
| | | **(a)** | **(b)** | **(a)** | **(b)** | **(a)** | **(b)** | **(a)** | **(b)** |
| **Other departments/ Programs within public schools** | 1. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| | 2. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| | 3. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| | 4. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| | 5. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| **Postsecondary college, university, trade-technical school/institute** | 1. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| | 2. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| | 3. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| | 4. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| | 5. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| **Head Start, Home Start** | 1. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| | 2. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| | 3. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| | 4. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| | 5. ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |

**Codes (a): Type of Influence**

1. cooperating agency authority
2. co-deciding
3. Even Start authority

**Codes (b): Type of Mechanism**

1. increase informal communication
2. informal agreement
3. informal advisory group
4. formal written agreement
5. joint board
6. other

| Column 1 | Column 2 | Column 3 | | Column 4 | | Column 5 | | Column 6 | |
|---|---|---|---|---|---|---|---|---|---|
| Organization Type | Name of Dept./Program, Organization, Agency | Adult-Child | | Parent Education | | Adult Education | | Early Childhood | |
| | | (a) | (b) | (a) | (b) | (a) | (b) | (a) | (b) |
| Day care, preschool programs | 1. | | | | | | | | |
| | 2. | | | | | | | | |
| | 3. | | | | | | | | |
| | 4. | | | | | | | | |
| | 5. | | | | | | | | |
| Local, county, state, and tribal governmental agencies and organizations | 1. | | | | | | | | |
| | 2. | | | | | | | | |
| | 3. | | | | | | | | |
| | 4. | | | | | | | | |
| | 5. | | | | | | | | |
| Foundations, fraternal groups, associations | 1. | | | | | | | | |
| | 2. | | | | | | | | |
| | 3. | | | | | | | | |
| | 4. | | | | | | | | |
| | 5. | | | | | | | | |
| Volunteer groups | 1. | | | | | | | | |
| | 2. | | | | | | | | |
| | 3. | | | | | | | | |
| | 4. | | | | | | | | |
| | 5. | | | | | | | | |

**Codes (a): Type of Influence**

1. cooperating agency authority
2. co-deciding
3. Even Start authority

**Codes (b): Type of Mechanism**

1. increase informal communication
2. informal agreement
3. informal advisory group
4. formal written agreement
5. joint board
6. other

[NEIS Form IIIE: Cooperative Arrangements]

[June 15]

| Column 1 | Column 2 | Column 3 | | Column 4 | | Column 5 | | Column 6 | |
|---|---|---|---|---|---|---|---|---|---|
| Organization Type | Name of Dept./Program, Organization, Agency | Adult-Child | | Parent Education | | Adult Education | | Early Childhood | |
| | | (a) | (b) | (a) | (b) | (a) | (b) | (a) | (b) |
| Other community-based organizations | 1. | | | | | | | | |
| | 2. | | | | | | | | |
| | 3. | | | | | | | | |
| | 4. | | | | | | | | |
| | 5. | | | | | | | | |
| Church, temple, mosque | 1. | | | | | | | | |
| | 2. | | | | | | | | |
| | 3. | | | | | | | | |
| | 4. | | | | | | | | |
| | 5. | | | | | | | | |
| Other | 1. | | | | | | | | |
| | 2. | | | | | | | | |
| | 3. | | | | | | | | |
| | 4. | | | | | | | | |
| | 5. | | | | | | | | |

**Codes (a): Type of Influence**

1. cooperating agency authority
2. co-deciding
3. Even Start authority

**Codes (b): Type of Mechanism**

1. increase informal communication
2. informal agreement
3. informal advisory group
4. formal written agreement
5. joint board
6. other

## 17. SUPPORT SERVICES

General instructions: refer to the instructions for definitions of organization types (column 1). If Even Start is coordinating with an organization type, list each one separately in column 2 and write in the type of support service in the column (3-5) which best describes the direction of the cooperative relationship. Refer to the instructions manual for a list of commonly used support services.

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 |
|---|---|---|---|---|
| Organization Type | Name of Dept./Program Organization, Agency | Service to Even Start by other agency | Service provided on reciprocal basis | Service provided by Even Start |
| Other departments or programs within public schools | 1.<br>2.<br>3.<br>4.<br>5. | | | |
| Postsecondary college, university, trade-technical school/institute | 1.<br>2.<br>3.<br>4.<br>5. | | | |
| Head Start, Home Start | 1.<br>2.<br>3.<br>4.<br>5. | | | |
| Day care, preschool programs | 1.<br>2.<br>3.<br>4.<br>5. | | | |

[NEIS Form IIIE: Cooperative Arrangements] [June 15]

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 |
|---|---|---|---|---|
| Organization Type | Name of Dept./Program Organization, Agency | Service to Even Start by other agency | Service provided on reciprocal basis | Service provided by Even Start |
| **Local, county, state, and tribal governmental agencies and organizations** | 1.<br>2.<br>3.<br>4.<br>5. | | | |
| **Foundations, fraternal groups, associations** | 1.<br>2.<br>3.<br>4.<br>5. | | | |
| **Volunteer Groups** | 1.<br>2.<br>3.<br>4.<br>5. | | | |
| **Other community-based organizations** | 1.<br>2.<br>3.<br>4.<br>5. | | | |
| **Church, temple, mosque** | 1.<br>2.<br>3.<br>4.<br>5. | | ▨ | ▨ |
| **Other** | 1.<br>2.<br>3.<br>4.<br>5. | | | |

## NEIS PART III: PROGRAM IMPLEMENTATION

## FORM IIIF: FACTORS INFLUENCING IMPLEMENTATION

18. List major **barriers** that interfered with the implementation of the Even Start program. Think broadly about what may have served as a barrier. Examples of possible barriers include: problems in working with cooperating agencies, communication difficulties, scheduling problems, a lack of proven models for certain components of the Even Start program.

    Provide a brief description of how each barrier actually interfered with the program operations.

19. If you found a way to resolve any of the barriers listed above, please describe how you accomplished it.

20. What features of the Even Start law or regulations may need to be revised to permit more effective implementation? What changes would be helpful and why?

21. For what areas or aspects of the program would you like technical assistance?

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**FAMILY CODE**

| | | | – | | | | |
|---|---|---|---|---|---|---|---|
| ○ | ○ | 0 | | 0 | 0 | 0 | 0 |
| A | A | 1 | | 1 | 1 | 1 | 1 |
| B | B | 2 | | 2 | 2 | 2 | 2 |
| C | C | 3 | | 3 | 3 | 3 | 3 |
| D | D | 4 | | 4 | 4 | 4 | 4 |
| E | E | 5 | | 5 | 5 | 5 | 5 |
| F | F | 6 | | 6 | 6 | 6 | 6 |
| G | G | 7 | | 7 | 7 | 7 | 7 |
| H | H | 8 | | 8 | 8 | 8 | 8 |
| I | I | 9 | | 9 | 9 | 9 | 9 |
| J | J | | | | | | |
| K | K | | | | | | |
| L | L | | | | | | |
| M | M | | | | | | |
| N | N | | | | | | |
| O | O | | | | | | |
| P | P | | | | | | |
| Q | Q | | | | | | |
| R | R | | | | | | |
| S | S | | | | | | |
| T | T | | | | | | |
| U | U | | | | | | |
| V | V | | | | | | |
| W | W | | | | | | |
| X | X | | | | | | |
| Y | Y | | | | | | |
| Z | Z | | | | | | |

# EVEN START *NATIONAL EVALUATION INFORMATION SYSTEM*

## FORM IV: RECORD OF ADULT AND CHILD OUTCOME DATA

| | | | |
|---|---|---|---|
| **Reporting Period:** | ○ December<br>○ June | ○ 1990<br>○ 1991 | ○ 1992<br>○ 1993 |

This form is designed for you to record test scores and outcome information for the target adult and target child in each family. Child and adult tests can be administered either by Even Start staff or by staff at collaborating agencies. This form should be submitted to RMC Research Corporation in December and June of each year.

Space is provided to accommodate two adult and two child test scores within one six month reporting period. However, there should be an interval of at least three months between test administrations.

**Target adult identification letter:**
○ a
○ b
○ c
○ d
○ e

**Birth Date:**

| MO | | DAY | | YR | |
|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| | 2 | 2 | 2 | 2 | 2 |
| | 3 | 3 | 3 | 3 | 3 |
| | 4 | | 4 | 4 | 4 |
| | 5 | | 5 | 5 | 5 |
| | 6 | | 6 | 6 | 6 |
| | 7 | | 7 | 7 | 7 |
| | 8 | | 8 | 8 | 8 |
| | 9 | | 9 | 9 | 9 |

**CASAS** **REASONS FOR NOT TESTING OR QUESTIONABLE TEST SCORE:**

1 2
○ ○ *Unable to test because of limited English*
○ ○ *Did not complete test*
○ ○ *Unable to test because of physical disability*
*specify:* → ________

**HAS ADULT RECEIVED GED OR HIGH SCHOOL DIPLOMA DURING THIS REPORTING PERIOD?**

○ *Yes* ○ *No*

## CASAS

○ Entry
○ Other
○ Exit

**Test Date:**

| MO | | DAY | | YR | |
|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| | 2 | 2 | 2 | 2 | 2 |
| | 3 | 3 | 3 | 3 | 3 |
| | 4 | | 4 | 4 | 4 |
| | 5 | | 5 | 5 | 5 |
| | 6 | | 6 | 6 | 6 |
| | 7 | | 7 | 7 | 7 |
| | 8 | | 8 | 8 | 8 |
| | 9 | | 9 | 9 | 9 |

**Level:**

| **Form:** | **AA** | **A** | **B** | **C** | **D** |
|---|---|---|---|---|---|
| | ○ 310 | ○ 31 | ○ 33 | ○ 35 | ○ |
| *Reading* | ○ 311 | ○ 32 | ○ 34 | ○ 36 | ○ |
| *Certification* | | ○ 520 | ○ 521 | ○ 522 | |
| *Listening* | | ○ 51 | ○ 53 | ○ 55 | |
| | | ○ 52 | ○ 54 | ○ 56 | |

| **Raw Score:** | | | **Scaled Score:** | | |
|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | | 3 | 3 |
| 4 | 4 | 4 | | 4 | 4 |
| 5 | 5 | 5 | | 5 | 5 |
| 6 | 6 | 6 | | 6 | 6 |
| 7 | 7 | 7 | | 7 | 7 |
| 8 | 8 | 8 | | 8 | 8 |
| 9 | 9 | 9 | | 9 | 9 |

## CASAS

○ Entry
○ Other
○ Exit

**Test Date:**

| MO | | DAY | | YR | |
|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| | 2 | 2 | 2 | 2 | 2 |
| | 3 | 3 | 3 | 3 | 3 |
| | 4 | | 4 | 4 | 4 |
| | 5 | | 5 | 5 | 5 |
| | 6 | | 6 | 6 | 6 |
| | 7 | | 7 | 7 | 7 |
| | 8 | | 8 | 8 | 8 |
| | 9 | | 9 | 9 | 9 |

**Level:**

| **Form:** | **AA** | **A** | **B** | **C** | **D** |
|---|---|---|---|---|---|
| | ○ 310 | ○ 31 | ○ 33 | ○ 35 | ○ |
| *Reading* | ○ 311 | ○ 32 | ○ 34 | ○ 36 | ○ |
| *Certification* | | ○ 520 | ○ 521 | ○ 522 | |
| *Listening* | | ○ 51 | ○ 53 | ○ 55 | |
| | | ○ 52 | ○ 54 | ○ 56 | |

| **Raw Score:** | | | **Scaled Score:** | | |
|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | | 3 | 3 |
| 4 | 4 | 4 | | 4 | 4 |
| 5 | 5 | 5 | | 5 | 5 |
| 6 | 6 | 6 | | 6 | 6 |
| 7 | 7 | 7 | | 7 | 7 |
| 8 | 8 | 8 | | 8 | 8 |
| 9 | 9 | 9 | | 9 | 9 |

Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0049, Washington, D.C. 20503. Expires 7/31/93.

# CHILD OUTCOME DATA

**Target child identification letter:**

| | |
|---|---|
| ○ z | ○ u |
| ○ y | ○ t |
| ○ x | ○ s |
| ○ w | ○ r |
| ○ v | ○ q |

**Birth Date:**

| MO | | DAY | | YR | |
|---|---|---|---|---|---|
| | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| | 2 | 2 | 2 | 2 | 2 |
| | 3 | 3 | 3 | 3 | 3 |
| | 4 | | 4 | 4 | 4 |
| | 5 | | 5 | 5 | 5 |
| | 6 | | 6 | 6 | 6 |
| | 7 | | 7 | 7 | 7 |
| | 8 | | 8 | 8 | 8 |
| | 9 | | 9 | 9 | 9 |

**REASONS FOR NOT TESTING OR QUESTIONABLE TEST SCORE:**

| PSI 1 | PSI 2 | PPVT 1 | PPVT 2 | |
|---|---|---|---|---|
| ○ | ○ | ○ | ○ | *Target child not old enough for testing* |
| ○ | ○ | ○ | ○ | *Unable to test because of limited English* |
| ○ | ○ | ○ | ○ | *Refused to verbalize* |
| ○ | ○ | ○ | ○ | *Refused to do tasks/follow instructions* |
| ○ | ○ | ○ | ○ | *Did not pay attention to Examiner* |
| ○ | ○ | ○ | ○ | *Unable to test because of physical disability specify:* → |

## PSI

○ Entry
○ Other
○ Exit

**Test Date:**

| MO | | DAY | | YR | |
|---|---|---|---|---|---|
| | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| | 2 | 2 | 2 | 2 | 2 |
| | 3 | 3 | 3 | 3 | 3 |
| | 4 | | 4 | 4 | 4 |
| | 5 | | 5 | 5 | 5 |
| | 6 | | 6 | 6 | 6 |
| | 7 | | 7 | 7 | 7 |
| | 8 | | 8 | 8 | 8 |
| | 9 | | 9 | 9 | 9 |

**Administered in:**

○ English
○ Spanish
○ English & Spanish

**Location tested:**

○ Home
○ Center
○ Other

**Raw Score:**

| | |
|---|---|
| | |
| 0 | 0 |
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| | 4 |
| | 5 |
| | 6 |
| | 7 |
| | 8 |
| | 9 |

## PSI

○ Entry
○ Other
○ Exit

**Test Date:**

| MO | | DAY | | YR | |
|---|---|---|---|---|---|
| | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| | 2 | 2 | 2 | 2 | 2 |
| | 3 | 3 | 3 | 3 | 3 |
| | 4 | | 4 | 4 | 4 |
| | 5 | | 5 | 5 | 5 |
| | 6 | | 6 | 6 | 6 |
| | 7 | | 7 | 7 | 7 |
| | 8 | | 8 | 8 | 8 |
| | 9 | | 9 | 9 | 9 |

**Administered in:**

○ English
○ Spanish
○ English & Spanish

**Location tested:**

○ Home
○ Center
○ Other

**Raw Score:**

| | |
|---|---|
| | |
| 0 | 0 |
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| | 4 |
| | 5 |
| | 6 |
| | 7 |
| | 8 |
| | 9 |

## PEABODY

○ Entry
○ Other
○ Exit

**Test Date:**

| MO | | DAY | | YR | |
|---|---|---|---|---|---|
| | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| | 2 | 2 | 2 | 2 | 2 |
| | 3 | 3 | 3 | 3 | 3 |
| | 4 | | 4 | 4 | 4 |
| | 5 | | 5 | 5 | 5 |
| | 6 | | 6 | 6 | 6 |
| | 7 | | 7 | 7 | 7 |
| | 8 | | 8 | 8 | 8 |
| | 9 | | 9 | 9 | 9 |

**Administered in:**

○ English
○ Spanish

**Location tested:**

○ Home
○ Center
○ Other

**Form:**

○ L
○ M
○ TVIP

**Raw Score:**

| | | |
|---|---|---|
| | | |
| 0 | 0 | 0 |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| | 3 | 3 |
| | 4 | 4 |
| | 5 | 5 |
| | 6 | 6 |
| | 7 | 7 |
| | 8 | 8 |
| | 9 | 9 |

**Scaled Score:**

| | | |
|---|---|---|
| | | |
| 0 | 0 | 0 |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| | 3 | 3 |
| | 4 | 4 |
| | 5 | 5 |
| | 6 | 6 |
| | 7 | 7 |
| | 8 | 8 |
| | 9 | 9 |

## PEABODY

○ Entry
○ Other
○ Exit

**Test Date:**

| MO | | DAY | | YR | |
|---|---|---|---|---|---|
| | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 |
| | 2 | 2 | 2 | 2 | 2 |
| | 3 | 3 | 3 | 3 | 3 |
| | 4 | | 4 | 4 | 4 |
| | 5 | | 5 | 5 | 5 |
| | 6 | | 6 | 6 | 6 |
| | 7 | | 7 | 7 | 7 |
| | 8 | | 8 | 8 | 8 |
| | 9 | | 9 | 9 | 9 |

**Administered in:**

○ English
○ Spanish

**Location tested:**

○ Home
○ Center
○ Other

**Form:**

○ L
○ M
○ TVIP

**Raw Score:**

| | | |
|---|---|---|
| | | |
| 0 | 0 | 0 |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| | 3 | 3 |
| | 4 | 4 |
| | 5 | 5 |
| | 6 | 6 |
| | 7 | 7 |
| | 8 | 8 |
| | 9 | 9 |

**Scaled Score:**

| | | |
|---|---|---|
| | | |
| 0 | 0 | 0 |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| | 3 | 3 |
| | 4 | 4 |
| | 5 | 5 |
| | 6 | 6 |
| | 7 | 7 |
| | 8 | 8 |
| | 9 | 9 |

Project Code ____

# FORM V

## Even Start Staffing Questionnaire: Individual Staff Qualifications and Training

***The Individual Staff Qualifications and Training forms (Form V) are to be submitted for staff employed by Even Start (paid using either Even Start grant funds or the approved in-kind contribution).***

***Reports should be submitted for all staff employed during the period from June 1, 1992 through May 31, 1993. The forms are to be submitted on June 15, 1993.***

### Purpose

This form will provide information on all staff members paid for by Even Start funds or the in-kind contribution. The form should not be used for collaborating agency staff.

The form may be filled out by the individual staff member and reviewed by the project director or filled out by the project director with the staff member's help.

### General Instructions

- Projects should report on staff who have worked on the Even Start project on or after June 1, 1992. ***Do not submit staff forms for staff who worked on the project prior to, but not since June 1, 1992.***
- Form V should be filled out in May 1993. If a staff member leaves before the submission date or will be unavailable, then the form should be filled out before they leave.

***Public reporting burden for this collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0049, Washington, D.C. 20503. This form expires 7/31/93.***

**Project Code ____** **Form V: Individual Staff Report** **Initials __ __ __**

## 1. Staff Member Name: ____________ ___ ______________

First Initial Last

## 2. Years of Related Experience

*The purpose of these data is to get an estimate of how experienced you are in the areas covered by Even Start. The purpose is not to determine exactly how many hours or days you have worked in this field.*

*Please estimate the number of years (to the nearest year) which you have worked in early childhood education, adult education, and parenting education. Count a full year of experience for each year you have worked, whether it was full time or part time.*

*For example, working 50 percent of your time in early childhood education for two years would count as two years.*

*The total number of years of experience across the categories may exceed your total actual number of years in education. For example, you may have held a five-year position in which you provided both early childhood education and parenting education all five years. This would count as five years under items a and c.*

A. If you have experience as a provider of early childhood education services, please indicate how many years (include part-time as well as full time experience):

____ (in years)

If you have no such experience, check here ____.

B. If you have experience as a provider of adult education instructional services, please indicate how many years (include part-time as well as full time):

____ (in years)

If you have no such experience, check here ____.

C. If you have experience providing parenting education, please indicate how many years (include part-time as well as full time):

____ (in years)

If you have no such experience, check here ____.

171

## 3. Formal Education

A. **Highest level completed:** What is the highest level of education you have completed? Check one.

____ Some high school

____ GED or alternative high school diploma

____ High school diploma

____ Some community college, college, or university education — no degree

____ Associate's degree (AA)

____ Bachelor's degree (BA/BS)

____ Master's degree (MA)

____ Education specialist (post Masters)

____ Doctorate (PhD/EdD)

**B. Major specialization areas and certificates or endorsements**

*If you have a community college, college, or university degree or endorsement, please use the table below to indicate the major areas of specialization for each level of degree you have completed. For example, if you earned a Bachelor of Arts (BA) in early childhood education, with a minor in English as a Second Language, put a check mark in the BA/BS column for both early childhood education and English as a Second Language.*

*Indicate in the last column any special licenses, certificates, credentials, or endorsements you now have. Indicate all that you hold, regardless of whether or not they are offered in your current state of residence. "Education specialist" degrees should be listed under certificate endorsement.*

| **Major areas of specialization** | **AA** | **BA/ BS** | **MA** | **PhD/ EdD** | **List any certificates or endorsements** |
|---|---|---|---|---|---|
| Early childhood education | | | | | |
| Elementary education | | | | | |
| Secondary education | | | | | |
| Child development/ developmental psychology | | | | | |
| Special education | | | | | |
| Human development/family studies/family education | | | | | |
| Social work | | | | | |
| Adult education | | | | | |
| Reading/English/Language Arts/Linguistics | | | | | |
| English as a Second Language | | | | | |
| Administration | | | | | |
| Other (specify) | | | | | |

C. **Other coursework or training:**

If you do not have a community college, college, or university degree, but have taken some postsecondary education courses (community college, vocational institute, college), please describe any coursework or training you took that is related to your Even Start assignment.

Also, please list any special certification, such as a Child Development Associate, that you hold.

## 3. Even Start Job Duties

*Which of the following descriptors best describe your job duties with the Even Start project? (Check as many as apply in the following table.)*

*(A primary responsibility is a job duty for which you are the only person responsible (for example, project director), or you are a key person (for example, co-director or project coordinator), or an area that you spend most of your time in Even Start.*

*A secondary responsibility is a job duty for which someone else has primary responsibility or for which you spend less than the majority of your time in Even Start.)*

| Job Duty | LEVEL OF RESPONSIBILITY | | |
|---|---|---|---|
| | Primary Responsibility | Secondary Responsibility | None |
| **Project administration** *(Project director, project coordinator, project administrator. May generally supervise, hire staff, conduct performance reviews, prepare budgets, coordinate with other agencies, or perform other leadership/management functions.)* | | | |
| **Early childhood education instruction** *(Teacher, instructor)* | | | |
| **Early childhood education instruction** *(Aide)* | | | |
| **Early childhood education coordination** *(Supervisor or coordinator. May select or design curriculum, train, supervise instructional staff.)* | | | |
| **Adult education instruction** *(Teacher, instructor, tutor)* | | | |
| **Adult education instruction** *(Aide)* | | | |
| **Adult education coordination** *(Supervisor or coordinator. May select or design curriculum, train, supervise instructional staff.)* | | | |
| **Parent education instruction** *(Teacher, instructor)* | | | |
| **Parent education instruction** *(Aide)* | | | |

**Project Code ____** **Form V: Individual Staff Report** **Initials __ __ __**

| **Job Duty** | **LEVEL OF RESPONSIBILITY** | | |
|---|---|---|---|
| | **Primary Responsibility** | **Secondary Responsibility** | **None** |
| **Parent education coordination** *(Supervisor or coordinator. May select or design curriculum, train, supervise instructional staff.)* | | | |
| **Family recruitment** | | | |
| **Family case management** | | | |
| **Evaluation** *(Data collection, data reporting, testing, other evaluation activities local or national)* | | | |
| **Clerical** *(Office services)* | | | |
| **Support services** *(Circle one below or specify)* *(Transportation, custodial childcare, meals, health care, counseling, or ____________________)* | | | |
| **Other** *(Please specify)* | | | |

**Project Code ____** **Form V: Individual Staff Report** **Initials __ __ __**

## 4. Inservice Training and Staff Development

*In the following chart, please list all inservice training and staff development relevant to Even Start that you have taken or received during the past six months. You are not expected to have received training in all of the categories below.*

*If the training you have taken falls in more than one of the categories, please break it into its components and report them separately under the appropriate area.*

*Some examples of training or staff development activities include: formal coursework, attending conferences with presentations relevant to your Even Start program, Even Start staff seminars (with or without outside consultants). Such activities would generally last one or more hours.*

*Do not include general staff meetings, education planning time or curriculum/service planning sessions, time spent on discussion of management issues, or informal brainstorming sessions.*

*Include the number of hours of training to the nearest half hour (for example 1.5 hours or 4 hours). Do not include non-instructional time such as a lunch break.*

*Type of provider may include:*

- *A. Even Start staff*
- *B. Community college or extension program*
- *C. College or university or extension program*
- *D. School district or educational service district*
- *E. Private consultant*
- *F. Other (specify)*

| **Start Date for Training** | **Topic description** | **Total hours of training (to nearest half hour)** | **Type of provider (Use letters A-F, from list above)** |
|---|---|---|---|
| Early childhood education | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**Project Code ____** **Form V: Individual Staff Report** **Initials __ __ __**

| Start Date for Training | Topic description | Total hours of training (to nearest half hour) | Type of provider (Use letters A-F, from list above) |
|---|---|---|---|
| Adult education | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Parenting education | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Other | | | |
| | | | |
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# APPENDIX C

# IN-DEPTH STUDY DATA COLLECTION FORMS

# EVEN START IN-DEPTH STUDY: PARENT INTERVIEW

## INTRODUCTION

We would like to talk to you about your family and your experiences. We are asking these questions as part of a research project we are doing on the Even Start Project in (COMMUNITY). We are talking to other families like you in the community.

All of the information we are collecting will be held in confidence and will not be given to any other persons or agencies. Any information that would identify you or your household will be known only by the research study and will be destroyed at the end of the study. Results of the study that are made public will be in summary or group form so that individuals cannot be identified.

Your participation is very important to this study. Thank you for agreeing to talk with us.

## A. PARENTS AND CHILDREN AT HOME

A1. I'd like to start with some questions about things parents and children might do at home. Here is a list of activities that parents and children sometimes talk about or do together. How often do you do any of these things with *(child's name)*--daily, once or twice a week, once or twice a month, rarely or never? *(Use response card A1.)*

| | | Daily | Once or twice/week | Once or twice/month | Rarely | Never | CHILD TOO YOUNG |
|---|---|---|---|---|---|---|---|
| a. | Talk about school activities or things that he/she did during the day | 5 | 4 | 3 | 2 | 1 | 8 |
| b. | Read a book or story | 5 | 4 | 3 | 2 | 1 | 8 |
| c. | Talk about a television program your child has watched | 5 | 4 | 3 | 2 | 1 | 8 |
| d. | Talk about letters, numbers or the meaning of words | 5 | 4 | 3 | 2 | 1 | 8 |
| e. | Talk with child about his/her problems or fears | 5 | 4 | 3 | 2 | 1 | 8 |
| f. | Talk with child about future plans or goals | 5 | 4 | 3 | 2 | 1 | 8 |
| g. | Tell or make up stories | 5 | 4 | 3 | 2 | 1 | 8 |
| h. | Talk with child about expectations for school performance | 5 | 4 | 3 | 2 | 1 | 8 |

A2. Here is a list of things families may have in their home. Tell me which ones you have at home.

| | | Yes | No | N/A CHILD TOO YOUNG |
|---|---|---|---|---|
| a. | Crayons and paper ........... | 1 | 2 | 8 |
| b. | Scissors .................... | 1 | 2 | 8 |
| c. | Scotch tape, paste or stapler ..... | 1 | 2 | 8 |
| d. | Puzzles ..................... | 1 | 2 | 8 |
| e. | Old picture catalogs (like Sears) to read and cut up ............. | 1 | 2 | 8 |
| f. | Paint or magic marker ......... | 1 | 2 | 8 |
| g. | Clay or playdough ........... | 1 | 2 | 8 |
| h. | "Put together" toys like Tinker Toys, legos or beads for stringing ..... | 1 | 2 | 8 |
| i. | Hammer and nails with some wood scraps .................... | 1 | 2 | 8 |
| j. | Yarn, thread and cloth scraps for knitting or sewing ............ | 1 | 2 | 8 |
| k. | Make believe toys made of milk cartons, tin cans or egg cartons .. | 1 | 2 | 8 |
| l. | Plants of his/her own in a pot or garden .................... | 1 | 2 | 8 |
| m. | A place to hang children's art work ..................... | 1 | 2 | 8 |

BEST COPY AVAILABLE

A3. About how many children's books are there in your home that *(child's name)* can look at or read? *(Do not read responses.)*

| | |
|---|---|
| NONE | 1 |
| 1 OR 2 BOOKS | 2 |
| 3 TO 9 BOOKS | 3 |
| 10 OR MORE BOOKS | 4 |

A4. About how often do you read stories to *(child's name)*? *(Do not read responses)*

| | |
|---|---|
| EVERY DAY | 5 |
| AT LEAST 3 TIMES A WEEK | 4 |
| ONCE A WEEK | 3 |
| LESS THAN ONCE A WEEK | 2 |
| NEVER | 1 |

A5. Which of the following do you have in your home for *(child's name)* to look at or read?

| | YES | NO |
|---|---|---|
| a. Magazines | 1 | 2 |
| b. Newspapers | 1 | 2 |
| c. T.V. Guide | 1 | 2 |
| d. Comic books | 1 | 2 |
| e. Other reading material such as Bibles or catalogs | 1 | 2 |

A6. Now I'm going to read you a list of activities children sometimes do at home. How often has your child done these things in the past four weeks -- daily, 2-3 times a week, at least once/week, once or twice, or never? *(Use response card A6.)*

| | | Daily | 2-3 times a week | At least once/week | Once or twice | Never | CHILD TOO YOUNG |
|---|---|---|---|---|---|---|---|
| a. | Clean or peel food for a meal . . . . | 5 | 4 | 3 | 2 | 1 | 8 |
| b. | Mix or stir foods . . . | 5 | 4 | 3 | 2 | 1 | 8 |
| c. | Find food on shelves at the grocery store for you . . . . . . . . . . | 5 | 4 | 3 | 2 | 1 | 8 |
| d. | Take the dishes off the table after meals . . . . . . . | 5 | 4 | 3 | 2 | 1 | 8 |
| e. | Put clean clothes into the right drawers or shelves . . | 5 | 4 | 3 | 2 | 1 | 8 |
| f. | Read or pretend to read a book to you or other family member . . . . . . . . . | 5 | 4 | 3 | 2 | 1 | 8 |
| g. | Draw a picture . . . . | 5 | 4 | 3 | 2 | 1 | 8 |
| h. | Use a pencil, pen or crayon . . . . . . . . | 5 | 4 | 3 | 2 | 1 | 8 |
| i. | Write or pretend to write his/her name or other words | 5 | 4 | 3 | 2 | 1 | 8 |

A7. I'll read you a list of things children learn as they grow up. Tell me which of them you have helped *(child's name)* with in the past 4 weeks.

| | | YES, HELPED | NO, DID NOT HELP | CHILD TOO YOUNG |
|---|---|---|---|---|
| a. | Nursery rhymes or songs . . . . . . . . . | 1 | 2 | 8 |
| b. | Colors . . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 8 |
| c. | Shapes, such as circle, squares or triangles . . . . . . . . . . . . . . . . . . . | 1 | 2 | 8 |
| d. | Writing his/her name . . . . . . . . . . . . | 1 | 2 | 8 |
| e. | Remembering your address and telephone number . . . . . . . . . . . . . . | 1 | 2 | 8 |
| f. | Counting things . . . . . . . . . . . . . . . . . | 1 | 2 | 8 |
| g. | Recognizing numbers in books . . . . . | 1 | 2 | 8 |

A8. On average, how many hours each day during the week does your child spend on the following activities -- none, less than 1 hour, 1-2 hours, 3-4 hours, more than 5 hours? *(Use response card A8.)*

| | | None | Less than 1 hour | 1-2 hours | 3-4 hours | More than 5 hours | N/A |
|---|---|---|---|---|---|---|---|
| a. | Playing with other children his/her age (outside of school) . . | 1 | 2 | 3 | 4 | 5 | 8 |
| b. | Talking, working, playing with adults (not including school) | 1 | 2 | 3 | 4 | 5 | 8 |
| c. | Watching television alone or with other children (that is, no adults present) . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 8 |
| d. | Reading or looking at books with an adult . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 | 8 |
| e. | Reading or looking at books with an older brother or sister . . . . . . | 1 | 2 | 3 | 4 | 5 | 8 |
| f. | Reading or looking at books with a younger brother or sister. . . . . . | 1 | 2 | 3 | 4 | 5 | 8 |

A9. Families sometimes have rules about children's behaviors and activities. How well does each of the following statements describe your family--not at all like our family, somewhat like our family, or very much like our family.

| | Very much like family | Somewhat like family | Not at all like family |
|---|---|---|---|
| In our family, we have rules about: | | | |
| a. Amount of television children watch . . . . . . . . . . . | 3 | 2 | 1 |
| b. Type of television programs children watch . . . . . . . . . . . . . . . . . . . . . . . . | 3 | 2 | 1 |
| c. Children doing or helping with household chores . . . . . . . . . . . . . . . . . . . . . . | 3 | 2 | 1 |
| d. What time children must be home . . . . . . . . . . . . | 3 | 2 | 1 |
| e. What time children must be in bed . . . . . . . . . . . | 3 | 2 | 1 |
| f. Sitting down together at mealtimes . . . . . . . . . . . . | 3 | 2 | 1 |
| g. Behavior during mealtimes . . . . . . . . . . . . . . . . . | 3 | 2 | 1 |

A10. How well do you think *(child's name)* will do in school? *(Read response choices to parent.)*

| | |
|---|---|
| Very well . . . . . . . . . . . . . . . . . . . . . . . | 5 |
| Well . . . . . . . . . . . . . . . . . . . . . . . . . . | 4 |
| About average . . . . . . . . . . . . . . . . . . | 3 |
| Poorly . . . . . . . . . . . . . . . . . . . . . . . . | 2 |
| Very poorly . . . . . . . . . . . . . . . . . . . . | 1 |
| DON'T KNOW . . . . . . . . . . . . . . . . . . | 8 |

A11. How likely do you think it is that *(child's name)* will graduate from high school? *(Read response choices to parent.)*

| | |
|---|---|
| Very likely to graduate from high school . | 4 *(Go to A12)* |
| Somewhat likely . . . . . . . . . . . . . . . . . | 3 *(Go to A12)* |
| Not very likely to graduate . . . . . . . . . . | 2 *(Skip to A13)* |
| Probably will not graduate from high school . . . . . . . . . . . . . . . . . . . . . . . | 1 *(Skip to A13)* |

A12. What is the highest you think *(child's name)* will get in school? *(Mark highest choice.)*

| | Yes | No | |
|---|---|---|---|
| a. Do you think *(child's name)* will graduate from college . . . . . . . . . . . . . . . . . | 1 | 2 | *(If no, ask c)*<br>*(If yes, ask b)* |
| b. Do you think *(child's name)* will attend graduate school after college (for example to become a doctor or lawyer)? . . . | 1 | 2 | *(Skip to A13)* |
| c. Do you think *(child's name)* will go to vocational trade or business school after high school . . . . . . . . . . . . . . . . . | 1 | 2 | *(If no, ask d)* |
| d. Do you think *(child's name)* will graduate from high school but won't go any further in school . . . . . . . . . . . . . . . . . . . . | 2 | 1 | |

A13. Now, I'd like to ask you about things you may do at home. Here is a list of some things that people may write. As I read the list, please tell me how often you write these things at home--not at all, sometimes (that is, once every few months), or regularly (that is, at least once a month)

| | Not at all | Sometimes | Regularly |
|---|---|---|---|
| a. Checks . . . . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| b. Notes or memos . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| c. Recipes . . . . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| d. Forms or applications . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| e. Dates on a calendar . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| f. Letters . . . . . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| g. Stories or poems . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| h. Greeting cards . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| i. Crossword puzzles . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| j. Grocery lists . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| k. Journal or diary . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |

A14. Here is a list of some things that people may read. As I read the list, please tell me how often you read these things at home--not at all, sometimes (that is, once or twice a week), or regularly (that is, almost every day).

| | | Not at all | Sometimes | Regularly |
|---|---|---|---|---|
| a. | Junk mail | 1 | 2 | 3 |
| b. | Letters, bills | 1 | 2 | 3 |
| c. | Coupons | 1 | 2 | 3 |
| d. | Labels on food | 1 | 2 | 3 |
| e. | Cooking recipes | 1 | 2 | 3 |
| f. | Religious materials | 1 | 2 | 3 |
| g. | Instructions | 1 | 2 | 3 |
| h. | Street signs | 1 | 2 | 3 |
| i. | Newspapers | 1 | 2 | 3 |
| j. | Notes from teacher or school | 1 | 2 | 3 |
| k. | T.V. Guide or other television listing | 1 | 2 | 3 |
| l. | Magazines | 1 | 2 | 3 |
| m. | Books | 1 | 2 | 3 |

## PARENT AS A TEACHER

*(Adapted from Strom, 1984)*

A15. Here are some statements on feelings about your child. I will read each statement and then I want you to tell me if you **agree strongly, agree somewhat, disagree somewhat, or disagree strongly**. Think of *(child's name)* when answering. Here is one for practice. I'll read the statement:

**All children need hugs sometimes.**

*(Use response card A15.)* Do you **agree strongly, agree somewhat, disagree somewhat, or disagree strongly** with that statement? OK. Let's go on with the rest of the statements.

| | | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | REF/ DK |
|---|---|---|---|---|---|---|
| 1. | Much of my child's learning will take place before (he/she) enters school ........ | 4 | 3 | 2 | 1 | 8 |
| 2. | I get tired of all the questions my child asks ........................ | 4 | 3 | 2 | 1 | 8 |
| 3. | My child should be able to make noise during play .................... | 4 | 3 | 2 | 1 | 8 |
| 4. | My child needs to play with me .......... | 4 | 3 | 2 | 1 | 8 |
| 5. | I like my child to make up his/her own stories .................... | 4 | 3 | 2 | 1 | 8 |
| 6. | It gets on my nerves when my child keeps asking me to watch him/her play ...................... | 4 | 3 | 2 | 1 | 8 |
| 7. | Playing with my child makes me feel restless ........................ | 4 | 3 | 2 | 1 | 8 |
| 8. | It is hard for me to tell when my child has learned something ........... | 4 | 3 | 2 | 1 | 8 |
| 9. | When my child doesn't know an answer, I ask the child to guess .......... | 4 | 3 | 2 | 1 | 8 |
| 10. | I get tired of all the fears that my child talks about ............... | 4 | 3 | 2 | 1 | 8 |

| | | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | REF/ DK |
|---|---|---|---|---|---|---|
| 11. | If I spend a lot of time playing with my child, he/she will disobey me more often . . . . . . . . . . . . . . . . . | 4 | 3 | 2 | 1 | 8 |
| 12. | It is all right for my child to have a make-believe friend . . . . . . . . . . . . . . | 4 | 3 | 2 | 1 | 8 |
| 13. | I want my child to play both with toys made for boys and toys made for girls . . . . . . . . . . . . . . . . . . . . | 4 | 3 | 2 | 1 | 8 |
| 14. | My child bothers me with questions when I am busy . . . . . . . . . . . . . . . | 4 | 3 | 2 | 1 | 8 |
| 15. | It is difficult for me to think of things to say to my child during play . . . . . . . . . . . . . . . . . | 4 | 3 | 2 | 1 | 8 |
| 16. | When my child plays with toys, the pretending seems foolish . . . . . . . . . . . . . . . . . . . . . . . . . . | 4 | 3 | 2 | 1 | 8 |
| 17. | Playing with my child improves the child's behavior . . . . . . . . . . . . . . . . . . | 4 | 3 | 2 | 1 | 8 |
| 18. | It's all right for my child to get dirty while at play . . . . . . . . . . . . . . . . | 4 | 3 | 2 | 1 | 8 |
| 19. | It's okay for my child to interrupt me when we play . . . . . . . . . . . . . | 4 | 3 | 2 | 1 | 8 |
| 20. | More of my child's learning at this age takes place by watching people and things rather than by being told . . . . . . . . . . . . . . . . . . . . . . . . | 4 | 3 | 2 | 1 | 8 |
| 21. | It is all right for my child to spend a lot of time playing alone . . . . . . . . . . . . . . . . . . . . . . . . | 4 | 3 | 2 | 1 | 8 |
| 22. | While at play my child can take out as many toys as he/she wishes . . . . . . . . . . . . . . . . . . . . . . | 4 | 3 | 2 | 1 | 8 |
| 23. | It is difficult for me to stay interested when playing with my child . . . . . . . . . . . . . . . . . | 4 | 3 | 2 | 1 | 8 |

|  |  | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | REF/ DK |
|---|---|---|---|---|---|---|
| 24. | I scold my child when he/she doesn't learn | 4 | 3 | 2 | 1 | 8 |
| 25. | My child wants to play too long at one time | 4 | 3 | 2 | 1 | 8 |
| 26. | I imitate my child's speech when we play so that the child understands | 4 | 3 | 2 | 1 | 8 |
| 27. | My child learns by playing with other children | 4 | 3 | 2 | 1 | 8 |
| 28. | If we play whenever my child wants to, not much learning will take place | 4 | 3 | 2 | 1 | 8 |
| 29. | My child's education is the responsibility of our family | 4 | 3 | 2 | 1 | 8 |
| 30. | I really like to teach my child something new | 4 | 3 | 2 | 1 | 8 |
| 31. | There are things that I can do that will help my child learn to read | 4 | 3 | 2 | 1 | 8 |

## B. COMMUNITY CONTEXT AND INVOLVEMENT

B1. Now I'd like to ask you about your neighborhood and community. Which of the following are available within your community? For each, tell me if they are available and if you can get to them.

| | Available and can get to them | Available but cannot get to them | Not Available |
|---|---|---|---|
| a. Other children for your child(ren) to play with | 1 | 2 | 3 |
| b. Park, playground or yard where your child(ren) can play | 1 | 2 | 3 |
| c. Family restaurant such as McDonalds | 1 | 2 | 3 |
| d. Library | 1 | 2 | 3 |
| e. Grocery store | 1 | 2 | 3 |
| f. Clinic/hospital | 1 | 2 | 3 |
| g. Church, temple, or mosque | 1 | 2 | 3 |
| h. Family, friends or relative | 1 | 2 | 3 |

Now I'm going to describe some activities that parents and children may do together. For each activity, please tell me how often you and your family have done this in the past four weeks: not at all, once or twice, about once a week, several times a week or almost every day. *(Use response card B2.)*

B2. In the past four weeks, how often have you and your child(ren)...

| | Not at all | Once or twice | About once a week | Several times a week | Almost every day |
|---|---|---|---|---|---|
| a. Gone to a park or playground | 1 | 2 | 3 | 4 | 5 |
| b. Gone to a restaurant | 1 | 2 | 3 | 4 | 5 |
| c. Gone to a library | 1 | 2 | 3 | 4 | 5 |
| d. Gone to religious service or other event at church, temple, or mosque | 1 | 2 | 3 | 4 | 5 |

| | Not at all | Once or twice | About Once a week | Several times a week | Almost every day |
|---|---|---|---|---|---|
| e. Gone to a grocery store . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| f. Visited a family friend or relative . | 1 | 2 | 3 | 4 | 5 |
| g. Gone to a clinic or hospital . . . . . | 1 | 2 | 3 | 4 | 5 |

B3. How concerned are you about the following things in your neighborhood -- not concerned. somewhat concerned, or extremely concerned?

| | Not Concerned | Somewhat Concerned | Extremely Concerned |
|---|---|---|---|
| a. Bodily injury or personal attack . . . . . . . | 1 | 2 | 3 |
| b. Illegal drug use . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| c. Noise . . . . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| d. Traffic . . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| e. Theft of personal belongings . . . . . . . . . | 1 | 2 | 3 |
| f. Vandalism or destruction of property . . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| g. Health or safety issues in your home such as lead paint, exposed wires, fire hazards . . . . . . . . . . . . . . . . | 1 | 2 | 3 |

These next questions are about the schools in your neighborhood.

B4. Did any of your children attend preschool, nursery school or Head Start last year?

| | |
|---|---|
| Yes . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 1 *(Go to B4a)* |
| No . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 2 *(Skip to B5)* |

B4a. During the past school year, how often did you go to your child's preschool for any of the following activities--never, once or twice, or three times or more?

| | Never | 1 or 2 times | 3 or more times |
|---|---|---|---|
| a. Conference with teacher | 1 | 2 | 3 |
| b. Conference with director or principal | 1 | 2 | 3 |
| c. Informal talk with teacher, director, or principal | 1 | 2 | 3 |
| d. Observed classroom activities | 1 | 2 | 3 |
| e. Volunteered for school projects or trips | 1 | 2 | 3 |
| f. Attended school event in which your child participated, such as a play, art show, or party | 1 | 2 | 3 |

B4b. During the past school year, how often did you participate in any of the following activities at your child's preschool: never, once or twice, or three times or more?

| | Never | 1 or 2 times | 3 or more times |
|---|---|---|---|
| a. Parent-teacher organization such as PTA | 1 | 2 | 3 |
| b. Parent advisory committee | 1 | 2 | 3 |
| c. Preschool fundraising activities | 1 | 2 | 3 |
| d. Volunteered in school office, cafeteria or library | 1 | 2 | 3 |
| e. Volunteered in child's classroom | 1 | 2 | 3 |
| f. Worked as a paid employee in the office, cafeteria, library or in a classroom | 1 | 2 | 3 |
| g. Served on preschool's governing board or committee | 1 | 2 | 3 |

B5. Were any of your children in elementary school last year?

| | |
|---|---|
| Yes . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 1 *(Go to B5a)* |
| No . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 2 *(Skip to C1)* |

B5a. During the past school year, how often did you go to your child's elementary school for any of the following activities--never, once or twice, or three times or more?

| | Never | 1 or 2 times | 3 or more times |
|---|---|---|---|
| a. Conference with teacher . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| b. Conference with principal . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| c. Informal talk with teacher or principal . . . . . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| d. Observed classroom activities . . . . . . . . . . . . | 1 | 2 | 3 |
| e. Meeting with school counselor . . . . . . . . . . . | 1 | 2 | 3 |
| f. Volunteered for school projects or trips . . . . . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| g. Attended school event in which your child participated, such as play, sporting event, or concert . . . . . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 |
| h. Attended school event in which your child did not participate . . . . . . . . . . . . | 1 | 2 | 3 |

B5b. During the past school year, how often did you participate in any of the following activities at your child's elementary school--never, once or twice, or three times or more?

| | | Never | 1 or 2 times | 3 or more times |
|---|---|---|---|---|
| a. | Parent-teacher organization such as PTA | 1 | 2 | 3 |
| b. | Parent advisory committee | 1 | 2 | 3 |
| c. | School fundraising activities | 1 | 2 | 3 |
| d. | Volunteered in school office, cafeteria or library | 1 | 2 | 3 |
| e. | Volunteered in child's classroom | 1 | 2 | 3 |
| f. | Worked as a paid employee in the school office, cafeteria, library or in a classroom | 1 | 2 | 3 |
| g. | Served on school governing board or committee | 1 | 2 | 3 |
| h. | Afterschool programs such as crafts or music | 1 | 2 | 3 |

## C. EDUCATIONAL AND SOCIAL SERVICES

These next questions are about the educational and social services in which you may have participated.

C1. For each of the activities, please tell me whether you have ever participated before this school year. *(At posttest, ask about during this year)*

| | | Yes | No |
|---|---|---|---|
| a. | Welfare services such as those provided by a social worker from a welfare agency (e.g., health counseling, family counseling) | 1 | 2 |
| b. | Employment training, such as through JTPA or the JOBS program | 1 | 2 |
| c. | Vocational education | 1 | 2 |
| d. | Vocational rehabilitation | 1 | 2 |
| e. | Adult basic education | 1 | 2 |
| f. | GED preparation | 1 | 2 |
| g. | ESL classes | 1 | 2 |
| h. | Parent education classes | 1 | 2 |
| i. | Parent support groups | 1 | 2 |
| j. | Other support groups (such as Alcoholics Anonymous, drug abuse or domestic violence groups) | 1 | 2 |
| k. | Other clubs and organizations | 1 | 2 |
| l. | Educational activities for parents and children together (such as at a library or school) | 1 | 2 |
| m. | Other program-sponsored family activities such as pot-luck suppers or field trips | 1 | 2 |

*(If respondent answers no to all items in C1, skip to C4.)*

C2. When you have participated in any of these services or activities, have you received any of the following:

| | Yes | No |
|---|---|---|
| a. transportation | 1 | 2 |
| b. child care or babysitting | 1 | 2 |
| c. health care | 1 | 2 |
| d. meals | 1 | 2 |
| e. assistance dealing with government agencies | 1 | 2 |
| f. counseling | 1 | 2 |
| g. referrals for screening or treatment for chemical dependency | 1 | 2 |
| h. translators | 1 | 2 |
| i. stipends or payments to attend | 1 | 2 |

C3. In general, how satisfied are you with the services in which you have participated before this school year?

| | | |
|---|---|---|
| Not at all satisfied | 1 | *(Go to C3a)* |
| Somewhat satisfied | 2 | *(Go to C3a)* |
| Very satisfied | 3 | *(Skip to C4)* |

C3a. Which services or activities are they and what are the reasons you have not been satisfied? *(RECORD VERBATIM)*

C4. Are there other services or activities that you would like to participate in but have not?

| | | |
|---|---|---|
| Yes | 1 | *(Go to C4a)* |
| No | 2 | *(Skip to D1)* |

C4a. What types of services or activities are they and what are the reasons you have not been able to participate in the services? *(RECORD VERBATIM)*

## D. PERSONAL SKILLS

D1. Here are some statements about attitudes or feelings people often have. Tell me how much you agree or disagree with each one of them--strongly agree, agree somewhat, disagree somewhat or disagree strongly. *(Use response card D1.)*

*Pearlin Mastery Scale*
*(Pearlin & Schooler, 1978)*

| | | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly | REF/ DK |
|---|---|---|---|---|---|---|
| a. | There is really no way I can solve some of the problems I have. | 4 | 3 | 2 | 1 | 8 |
| b. | Sometimes I feel that I'm being pushed around in life. | 4 | 3 | 2 | 1 | 8 |
| c. | I have little control over the things that happen to me | 4 | 3 | 2 | 1 | 8 |
| d. | I can do just about anything I really set my mind to do. | 4 | 3 | 2 | 1 | 8 |
| e. | I often feel helpless in dealing with the problems of life | 4 | 3 | 2 | 1 | 8 |
| f. | What happens to me in the future depends mostly on me. | 4 | 3 | 2 | 1 | 8 |
| g. | There is little I can do to change many of the important things in my life | 4 | 3 | 2 | 1 | 8 |

199

## *CES-D*
### *(Radloff, 1977)*

D2. Now I'm going to read you a list of ways you might have felt or behaved. Please tell me how often you have felt this way during the past week -- rarely or none of the time (less than 1 day), some or a little of the time (1-2 days), occasionally or a moderate amount of time (3-4 days), or most or all of the time (5-7 days). *(Use response card D2.)*

| | | Rarely or none of the time (less than 1 day) | Some or a little of the time (1-2 days) | Occasionally or a moderate amount of time (3-4 days) | Most or or all of the time (5-7 days) |
|---|---|---|---|---|---|
| a. | I was bothered by things that usually don't bother me ........................ | 1 | 2 | 3 | 4 |
| b. | I did not feel like eating--my appetite was poor ................................ | 1 | 2 | 3 | 4 |
| c. | I felt that I could not shake off the blues even with help from my family or friends ..... | 1 | 2 | 3 | 4 |
| d. | I felt that I was just as good as other people ............................. | 1 | 2 | 3 | 4 |
| e. | I had trouble keeping my mind on what I was doing ............................ | 1 | 2 | 3 | 4 |
| f. | I felt depressed ........................ | 1 | 2 | 3 | 4 |
| g. | I felt that everything I did was an effort ....... | 1 | 2 | 3 | 4 |
| h. | I felt hopeful about the future .............. | 1 | 2 | 3 | 4 |
| i. | I thought my life had been a failure .......... | 1 | 2 | 3 | 4 |
| j. | I felt fearful ........................ | 1 | 2 | 3 | 4 |

200

|  |  | Rarely or none of the time (less than 1 day) | Some or a little of the time (1-2 days) | Occasionally or a moderate amount of time (3-4 days) | Most or or all of the time (5-7 days) |
|---|---|---|---|---|---|
| k. | My sleep was restless | 1 | 2 | 3 | 4 |
| l. | I was happy | 1 | 2 | 3 | 4 |
| m. | I talked less than usual | 1 | 2 | 3 | 4 |
| n. | I felt lonely | 1 | 2 | 3 | 4 |
| o. | People were unfriendly | 1 | 2 | 3 | 4 |
| p. | I enjoyed life | 1 | 2 | 3 | 4 |
| q. | I had crying spells | 1 | 2 | 3 | 4 |
| r. | I felt sad | 1 | 2 | 3 | 4 |
| s. | I felt that people dislike me | 1 | 2 | 3 | 4 |
| t. | I could not get going | 1 | 2 | 3 | 4 |

## E. DEMOGRAPHIC INFORMATION

Now I'd like to ask you some questions about yourself and the other members of your family. Let's start with you.

E1. What is your date of birth?

_____ _____ _____
Month Day Year

E2. *Mark person's gender.*

| | |
|---|---|
| female | 1 |
| male | 2 |

E3. I am going to read you a list of racial and ethnic categories. Tell me which of these you consider yourself to be. *(Read only category headings and probe for specific answers.)*

| | |
|---|---|
| a. Asian or Pacific Islander | |
| Chinese | 1 |
| Japanese | 2 |
| Filipino | 3 |
| Hawaiian | 4 |
| Korean | 5 |
| Vietnamese | 6 |
| Asian Indian | 7 |
| Samoan | 8 |
| Guamanian | 9 |
| Other Asian or Pacific Islander | 10 |
| b. Black | 11 |
| c. White | 12 |
| d. American Indian or Alaskan native<br>Specify tribe:________________________ | 13 |
| e. Other<br>Specify:________________________________ | 14 |

E4. Are you of Hispanic origin?

| | |
|---|---|
| Yes | 1 *(Go to E4a)* |
| No | 2 *(Skip to E5)* |

E4a. Which of the following best describes you?

| | |
|---|---|
| Mexican, Mexican-American, Chicano | 1 |
| Puerto Rican | 2 |
| Cuban | 3 |
| Other Spanish/Hispanic. Specify: ____________ | 4 |

E5. Is English your primary language?

| | |
|---|---|
| Yes | 1 *(Skip to E12)* |
| No | 2 *(Continue with E6-E11)* |

E6. What is your primary language?

| | |
|---|---|
| Spanish | 1 |
| Southeast Asian language (Vietnamese, Cambodian, Khmer, Lao etc.) | 2 |
| Native American language | 3 |
| Asian language (Chinese, Japanese, Korean, Filipino, etc.) | 4 |
| European language (French, Italian, Greek, Polish, Portugese, etc.) | 5 |
| Other. Specify: ________________________ | 6 |

E7. How often is English spoken to your child at home? *(Read options & circle one)*

| | |
|---|---|
| Always | 1 |
| Most of the time | 2 |
| Some of the time | 3 |
| Hardly ever | 4 |
| Never | 5 |

E8. How well do you understand English? *(Read options & circle one)*

| | |
|---|---|
| Not at all | 1 |
| Somewhat | 2 |
| Very well | 3 |

E9. How well do you speak English?

| | |
|---|---|
| Not at all | 1 |
| Somewhat | 2 |
| Very well | 3 |

E10. How well do you read English?

| | |
|---|---|
| Not at all | 1 |
| Somewhat | 2 |
| Very well | 3 |

E11. If you read to your child, what language do you use?

| | |
|---|---|
| Primary language | 1 |
| English | 2 |
| Other. Specify______________________ | 3 |
| N/A do not read | 8 |

E12. Now I'd like to ask you about your education and work. What is the highest grade you completed in school?

| | | |
|---|---|---|
| No formal schooling | 1 | *(Skip to E14)* |
| Grade 1 | 2 | |
| Grade 2 | 3 | |
| Grade 3 | 4 | |
| Grade 4 | 5 | |
| Grade 5 | 6 | |
| Grade 6 | 7 | |
| Grade 7 | 8 | |
| Grade 8 | 9 | |
| Grade 9 | 10 | |
| Grade 10 | 11 | |
| Grade 11 | 12 | |
| Grade 12 | 13 | |
| Postsecondary technical or trade school | 14 | |
| 1 year of college | 15 | |
| 2 years of college | 16 | |
| 3 years of college | 17 | |
| 4 years of college | 18 | |
| Graduate school | 19 | |

E13. Was most of your formal education outside of the U.S.A?

| | |
|---|---|
| Yes | 1 |
| No | 2 |

E14. Do you have any certificates, diplomas or degrees? *(Circle all that apply)*

| | Yes | No |
|---|---|---|
| a. GED certificate | 1 | 2 |
| b. High school diploma | 1 | 2 |
| c. A trade license or certificate | 1 | 2 |
| d. A business school diploma | 1 | 2 |
| e. Associate's degree | 1 | 2 |
| f. Bachelor's degree | 1 | 2 |
| g. Graduate degree | 1 | 2 |

E15. Are you currently employed either full-time (that is, 35 hours or more) or part-time?

| | |
|---|---|
| No | 1 *(Go to E15c)* |
| Yes, full time | 2 *(Go to E15a)* |
| Yes, part time | 3 *(Go to E15a)* |

E15a. How many months in a row have you been employed?

| | |
|---|---|
| Less than 6 months | 1 |
| 6 to 12 months | 2 |
| 12 months or more | 3 |

E15b. How would you describe your present job? If you have more than one job, describe the one you consider to be your main job. *(Record verbatim and go to E16.)*

______________________________ Job description

______________________ Job code

E15c. How many months in a row have you been unemployed?

| | |
|---|---|
| Less than 6 months | 1 |
| 6 to 12 months | 2 |
| 12 months or more | 3 |

E16. Have you ever been identified as disabled?

| | | |
|---|---|---|
| Yes | 1 | *(continue)* |
| No | 2 | *(go to E17)* |

E16a. Who has identified you as disabled?

| | |
|---|---|
| SCHOOL DISTRICT | 1 |
| RESPONDENT'S OWN DESIGNATION | 2 |
| OTHER. SPECIFY: ____________________ | 3 |

E16b. Do you receive SSI disability pay?

| | |
|---|---|
| Yes | 1 |
| No | 2 |

Now I'd like to ask you some information about other adults in your household.

E17. Which of these phrases best describes your family?

| | |
|---|---|
| Single parent with child(ren) | 1 |
| Couple with child(ren) | 2 |
| Extended family (including other adults) | 3 |
| Other (specify:) ____________________ | 4 |

E18. How many adults, 18 years of age or older, live in your household?

0 1 2 3 4 5 6 7 or more

E19. How many people ages 16-18 live in your household?

0 1 2 3 4 5 6 7 or more *(If 0 skip to E21.)*

E20. Of those 16-18 years old, how many are no longer in high school?

0 1 2 3 4 5 6 7 or more

*(If only 1 adult in household, skip to E32.)*

E21. How are these adults related to you?

| | | Yes | No | Number |
|---|---|---|---|---|
| a. | Spouse or partner | 1 | 2 | ______ |
| b. | Parents | 1 | 2 | ______ |
| c. | Spouse/partners parents | 1 | 2 | ______ |
| d. | Children or step-children | 1 | 2 | ______ |
| e. | Other relatives | 1 | 2 | ______ |
| f. | Others who are not related | 1 | 2 | ______ |

*(If respondent indicates yes to E21a. continue with E22. Otherwise, skip to E32.)*

I'd like to ask a few questions about your spouse or partner.

E22. Is English his/her primary language?

| | | |
|---|---|---|
| Yes | 1 | *(Go to E28)* |
| No | 2 | *(Continue)* |

E23. What is his/her primary language?

| | |
|---|---|
| Spanish | 1 |
| Southeast Asian language (Vietnamese, Cambodian. Khmer. Lao etc.) | 2 |
| Native American language | 3 |
| Asian language (Chinese Japanese. Korean, Filipino etc.) | 4 |
| European language (French. Italian. Greek. Polish. Portugese, etc.) | 5 |
| Other. Specify: ____________________ | 6 |

E24. How well does he/she understand English? *(Read options and circle one)*

| | |
|---|---|
| Not at all | 1 |
| Somewhat | 2 |
| Very well | 3 |

E25. How well does he/she speak English?

| | |
|---|---|
| Not at all | 1 |
| Somewhat | 2 |
| Very well | 3 |

E26. How well does he/she read English?

| | |
|---|---|
| Not at all | 1 |
| Somewhat | 2 |
| Very well | 3 |

E27. If he/she reads to your child, what language does he/she use?

| | |
|---|---|
| Primary | 1 |
| English | 2 |
| Other. Specify________________________ | 3 |
| N/A Does not read | 8 |

E28. What is the highest grade he/she completed in school?

| | | |
|---|---|---|
| No formal schooling | 1 | *(Skip to E30)* |
| Grade 1 | 2 | |
| Grade 2 | 3 | |
| Grade 3 | 4 | |
| Grade 4 | 5 | |
| Grade 5 | 6 | |
| Grade 6 | 7 | |
| Grade 7 | 8 | |
| Grade 8 | 9 | |
| Grade 9 | 10 | |
| Grade 10 | 11 | |
| Grade 11 | 12 | |
| Grade 12 | 13 | |
| Post secondary technical or trade school | 14 | |
| 1 year of college | 15 | |
| 2 years of college | 16 | |
| 3 years of college | 17 | |
| 4 years of college | 18 | |
| Graduate school | 19 | |

E29. Was most of his/her formal education outside of the USA?

| | |
|---|---|
| Yes | 1 |
| No | 2 |

E30. Does he/she have any certificates, diploma or degrees? *(circle all that apply)*

| | | Yes | No |
|---|---|---|---|
| a. | GED certificate | 1 | 2 |
| b. | High school diploma | 1 | 2 |
| c. | A trade license or certificate | 1 | 2 |
| d. | A business school diploma | 1 | 2 |
| e. | Associate's degree | 1 | 2 |
| f. | Bachelor's degree | 1 | 2 |
| g. | Graduate degree | 1 | 2 |

E31. Is he/she currently employed either full-time (that is, 35 hours or more) or part-time?

| | |
|---|---|
| No | 1 *(Go to E31c)* |
| Yes, full time | 2 *(Go to E31a)* |
| Yes, part time | 3 *(Go to E31a)* |

E31a. How many months in a row has he/she been employed?

| | |
|---|---|
| Less than 6 months | 1 |
| 6 to 12 months | 2 |
| 12 months or more | 3 |

E31b. How would you describe his/her present job? If he/she has more than one job, describe the one he/she considers to be his/her main job. *(Record verbatim and go to E32.)*

________________________________________ Job description

____________________________ Job code

E31c. How many months in a row has he/she been unemployed?

| | |
|---|---|
| Less than 6 months | 1 |
| 6 to 12 months | 2 |
| 12 mnoths or more | 3 |

Now I'd like to ask you questions about the children in your family.

E32. How many children less than 16 years of age live in your household?

0 1 2 3 4 5 6 7 8 9 or more

E32a. How many of the children are less than one year of age?

0 1 2 3 or more

E32b. How many of the children are ages 1 through 7 *(less than 8 years old)?*

0 1 2 3 4 5 6 7 or more

E32c. How many children are ages 8 to 16?

0 1 2 3 4 5 6 7 or more

I'd like to ask you questions about *(child's name).*

E33. What is your relationship to this child?

| | |
|---|---|
| Parent | 1 |
| Step-parent | 2 |
| Grandparent | 3 |
| Other relative | 4 |
| Other. Specify________ | 5 |

E34. *Mark child's gender.*

| | |
|---|---|
| Female | 1 |
| Male | 2 |

E35. What is his/her date of birth?

_____ _____ _____
Month Day Year

E36. What is his/her race? *(Read only category headings and probe for specific answer.)*

| | |
|---|---|
| a. Asian or Pacific Islander | |
| Chinese | 1 |
| Japanese | 2 |
| Filipino | 3 |
| Hawaiian | 4 |
| Korean | 5 |
| Vietnamese | 6 |
| Asian Indian | 7 |
| Samoan | 8 |
| Guamanian | 9 |
| Other Asian or Pacific Islander | 10 |
| b. Black | 11 |
| c. White | 12 |
| d. American Indian or Alaskan native<br>Specify tribe:________________________ | 13 |
| e. Other. Specify:________________________ | 14 |

E37. Is *(child's name)* of Hispanic origin?

| | | |
|---|---|---|
| Yes | 1 | *(Continue)* |
| No | 2 | *(Skip to E38)* |

E37a. Which of the following best describes him/her?

| | |
|---|---|
| Mexican, Mexican-American, Chicano | 1 |
| Puerto Rican | 2 |
| Cuban | 3 |
| Other Spanish/Hispanic. Specify: __________ | 4 |

E38. What formal educational experiences has *(child's name)* had prior to this year? *(Read list)*

| | Yes | No |
|---|---|---|
| a. Head Start | 1 | 2 |
| b. Nursery school, preschool, day care center or other early childhood program | 1 | 2 |
| c. Public kindergarten | 1 | 2 |
| d. Other. Specify: ____________ | 1 | 2 |

E39. What formal educational experiences is *(child's name)* receiving now?

| | Yes | No |
|---|---|---|
| a. Head Start | 1 | 2 |
| b. Nursery school, preschool, day care center or other early childhood program | 1 | 2 |
| c. Public kindergarten | 1 | 2 |
| d. Other. Specify: ____________ | 1 | 2 |

E40. Has he/she ever been identified as having special needs?

| | | |
|---|---|---|
| Yes | 1 | *(Continue with E40a)* |
| No | 2 | *(Go to E41)* |

E40a. What special needs have been identified? *(Read List)*

| | Yes | No |
|---|---|---|
| a. Visual handicap | 1 | 2 |
| b. Hearing problem | 1 | 2 |
| c. Deafness | 1 | 2 |
| d. Othopedic problem | 1 | 2 |
| e. Other physical disability | 1 | 2 |
| f. Specific learning problem | 1 | 2 |
| g. Emotional problem | 1 | 2 |
| h. Mental retardation | 1 | 2 |
| i. Other. Specify: ____________ | 1 | 2 |

E40b. Who has identified your child as special needs? *(Do not read options.)*

| | |
|---|---|
| SCHOOL DISTRICT | 1 |
| PARENT'S OWN DESIGNATION | 2 |
| OTHER: SPECIFY: ____________ | 3 |

E41. Is this child's primary language English?

| | | |
|---|---|---|
| Yes . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 1 | *(Go to F1)* |
| No . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 2 | *(Continue)* |

E41a. What is his/her primary language?

| | |
|---|---|
| Spanish . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 1 |
| Southeast Asian language (Vietnamese, Cambodian, Khmer, Lao etc.) . . . . . . . . . . . . . . . . | 2 |
| Native American language . . . . . . . . . . . . . . . . . . | 3 |
| Asian language (Chinese, Japanese, Korean, Filipino etc.) . . . . . . . . . . . . . . . . . . . . . . . . . . | 4 |
| European language (French, Italian, Greek, Polish, Portugese, etc.) . . . . . . . . . . . . . . . . . . . . | 5 |
| Other. Specify: ________________________ . . . . | 6 |

## F. FAMILY SUPPORT AND RESOURCES

Now I'd like to ask you some other questions about your home and family.

F1. In the last year, have you ever been homeless?

| | |
|---|---|
| Yes, currently homeless . . . . . . . . . . . . . . . . . | 1 *(Continue)* |
| Yes, homeless during the last year . . . . . . . . . . | 2 *(Continue)* |
| No . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 3 *(Skip to F3)* |

F2. About how many weeks were you/have you been homeless?

# _______ weeks

F3. Where do you live now--in a house, an apartment or some other place? *(circle one)*

| | |
|---|---|
| House . . . . . . . . . . . . . . . . . . . . . . . . . . . | 1 |
| Apartment . . . . . . . . . . . . . . . . . . . . . . . . | 2 |
| Trailer park . . . . . . . . . . . . . . . . . . . . . . . | 3 |
| Shelter . . . . . . . . . . . . . . . . . . . . . . . . . . . | 4 |
| Other__________________ . . . . . . . . . . . . . . | 5 |

F4. How long have you lived there?

# ________ months *(If > 12 months, skip to F6)*

F5. In the last 12 months, how many times have you moved?

# ________ times moved

F6. What is the primary source of financial support for your family?
*(Read phrases and circle number that best describes the family):*

| | |
|---|---|
| job wages : . . . . . . . . . . . . . . . . . . . . . . . . . | 1 |
| alimony and child support . . . . . . . . . . . . . . . | 2 |
| government assistance . . . . . . . . . . . . . . . . . | 3 |
| other (specify:__________________) . . . . . . . . | 4 |

F7. What was your annual family income last year? Would you say it was:

| | |
|---|---|
| under $5,000 | 1 |
| $5,000 - $10,000 | 2 |
| $10,000 - $15,000 | 3 |
| $15,000 - $20,000 | 4 |
| $20,000 - $25,000 | 5 |
| more than $25,000 | 6 |

## *FAMILY RESOURCE SCALE*

*(Adapted from Leet & Dunst, 1988)*

F8. I'm going to read you a list of resources available to you and your family such as time, money and household items. For each, I'd like you to tell me if these resources are not at all adequate, seldom adequate, sometimes adequate, usually adequate or almost always adequate. *(Use response card F8.)*

| To what extent are the following resources adequate for your family: | Not at all adequate | Seldom Adequate | Sometimes adequate | Usually adequate | Almost always adequate | DOES NOT APPLY |
|---|---|---|---|---|---|---|
| 1. Food for 2 meals a day | 1 | 2 | 3 | 4 | 5 | 8 |
| 2. House or apartment | 1 | 2 | 3 | 4 | 5 | 8 |
| 3. Furniture for your home or apartment | 1 | 2 | 3 | 4 | 5 | 8 |
| 4. Enough clothes for your family | 1 | 2 | 3 | 4 | 5 | 8 |
| 5. Heat for your house or apartment | 1 | 2 | 3 | 4 | 5 | 8 |
| 6. Indoor plumbing/water | 1 | 2 | 3 | 4 | 5 | 8 |
| 7. Public assistance such as SSI, AFDC, Medicaid, etc. | 1 | 2 | 3 | 4 | 5 | 8 |
| 8. Money to pay monthly bills | 1 | 2 | 3 | 4 | 5 | 8 |
| 9. Money to buy things for yourself | 1 | 2 | 3 | 4 | 5 | 8 |
| 10. Money to save | 1 | 2 | 3 | 4 | 5 | 8 |
| 11. Money for family entertainment | 1 | 2 | 3 | 4 | 5 | 8 |
| 12. Dependable transportation, either your own car or other transportation | 1 | 2 | 3 | 4 | 5 | 8 |
| 13. Telephone or access to a phone | 1 | 2 | 3 | 4 | 5 | 8 |

| To what extent are the following resources adequate for your family: | Not at all adequate | Seldom Adequate | Some-times adequate | Usually adequate | Almost always adequate | DOES NOT APPLY |
|---|---|---|---|---|---|---|
| 14. Time to get enough sleep/rest | 1 | 2 | 3 | 4 | 5 | 8 |
| 15. Time to be by yourself | 1 | 2 | 3 | 4 | 5 | 8 |
| 16. Time for the whole family to be together | 1 | 2 | 3 | 4 | 5 | 8 |
| 17. Time to be with your child(ren) | 1 | 2 | 3 | 4 | 5 | 8 |
| 18. Time to be alone with your spouse or partner | 1 | 2 | 3 | 4 | 5 | 8 |
| 19. Time to be with your friends | 1 | 2 | 3 | 4 | 5 | 8 |
| 20. Medical care for your family | 1 | 2 | 3 | 4 | 5 | 8 |
| 21. Babysitting or daycare for your child(ren) | 1 | 2 | 3 | 4 | 5 | 8 |
| 22. Toys for your child(ren) | 1 | 2 | 3 | 4 | 5 | 8 |
| 23. Dental care for your family | 1 | 2 | 3 | 4 | 5 | 8 |
| 24. Someone to talk to about things that worry you 1 | 2 | 3 | 4 | 5 | 8 | |
| 25. Time to keep in shape and look nice | 1 | 2 | 3 | 4 | 5 | 8 |

F9. This next list is about ways that people may have helped you. I'd like you to tell me how often these activities happened to you in the past four weeks: not at all, once or twice, about once a week, several times a week, or almost every day. *(Use response card F9.)*

## *INVENTORY OF SOCIALLY SUPPORTIVE BEHAVIORS*

*(Barrera, 1981)*

| In the past 4 weeks, how often has someone: | Not at all | Once or twice | Once/ week | Several times a week | Almost every day |
|---|---|---|---|---|---|
| 1. Looked after a family member when you were away. | 1 | 2 | 3 | 4 | 5 |
| 2. Been right there with you (physically) in a stressful situation. | 1 | 2 | 3 | 4 | 5 |
| 3. Provided you with a place where you could get away for awhile. | 1 | 2 | 3 | 4 | 5 |

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| In the past 4 weeks, how often has someone: | | Not at all | Once or twice | Once/ week | Several times a week | Almost every day |
|---|---|---|---|---|---|---|
| 4. | Watched after your possessions when you were away (pets, plants, home, etc.). | 1 | 2 | 3 | 4 | 5 |
| 5. | Told you what she/he did in a situation that was similar to yours. | 1 | 2 | 3 | 4 | 5 |
| 6. | Done some activity with you to help you get your mind off of things. | 1 | 2 | 3 | 4 | 5 |
| 7. | Talked with you about some interests of yours. | 1 | 2 | 3 | 4 | 5 |
| 8. | Let you know that you did something well. | 1 | 2 | 3 | 4 | 5 |
| 9. | Told you that you are OK just the way you are. | 1 | 2 | 3 | 4 | 5 |
| 10. | Told you that she/he would keep the things that you talk about private - just between the two of you. | 1 | 2 | 3 | 4 | 5 |
| 11. | Assisted you in setting a goal for yourself. | 1 | 2 | 3 | 4 | 5 |
| 12. | Comforted you by showing you some physical affection. | 1 | 2 | 3 | 4 | 5 |
| 13. | Given you some information to help you understand a situation you were in. | 1 | 2 | 3 | 4 | 5 |
| 14. | Provided you with some transportation. | 1 | 2 | 3 | 4 | 5 |
| 15. | Listened to you talk about your private feelings. | 1 | 2 | 3 | 4 | 5 |
| 16. | Loaned or gave you something (a physical object other than money) that you needed. | 1 | 2 | 3 | 4 | 5 |
| 17. | Agreed that what you wanted to do was right. | 1 | 2 | 3 | 4 | 5 |
| 18. | Let you know that he/she will always be around if you need assistance. | 1 | 2 | 3 | 4 | 5 |
| 19. | Expressed interest and concern in your well-being. | 1 | 2 | 3 | 4 | 5 |
| 20. | Told you that she/he feels very close to you. | 1 | 2 | 3 | 4 | 5 |
| 21. | Told you who you should see for assistance. | 1 | 2 | 3 | 4 | 5 |
| 22. | Loaned you over $25. | 1 | 2 | 3 | 4 | 5 |
| 23. | Taught you how to do something. | 1 | 2 | 3 | 4 | 5 |

| In the past 4 weeks, how often has someone: | Not at all | Once or twice | Once/ week | Several times a week | Almost every day |
|---|---|---|---|---|---|
| 24. Joked and kidded to try to cheer you up. . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 25. Provided you with a place to stay. . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 26. Pitched in to help you do something that needed to get done. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |
| 27. Loaned you under $25. . . . . . . . . . . . . . . . . . . . . . . . . . | 1 | 2 | 3 | 4 | 5 |

That's the end of this interview. We'd like to talk with you again in the spring and will need to know how to reach you then. If you moved, who are the two people who are most likely to know where you are:

| | Person #1 | Person #2 |
|---|---|---|
| Name: | ____________________ | ____________________ |
| Address: | ____________________ | ____________________ |
| | ____________________ | ____________________ |
| Telephone: | ____________________ | ____________________ |
| Relationship to Respondent: | ____________________ | ____________________ |

**Thank you very much for your cooperation.**

# EVEN START PARENT-CHILD READING TASK
# OBSERVATION INSTRUMENT

Parent's Name: ____________ _____ Parent Code Letter: _________

Child's Name: ________________ Child Code Letter: _________

Child's Date of Birth: ________________ Family Code: _________

Date of Testing: ______________________

Observer: ______________________

Book Selection: ☐ English ☐ Spanish

Task Start Time: ______________ Task End Time: ______________

Reading Task Incomplete: (RECORD REASONS) ________________________________

________________________________________________

________________________________________________

________________________________________________

Is story familiar to parent: Yes ___ No ___

Rate parent's comments or statements about her/his own reading habits and attitudes, including this task.

___ positive
___ general
___ negative
___ no comment

Rate parent's comments or statements about the child's reading habits and attitudes, including this task.

___ positive
___ general
___ negative
___ no comment

Check the term that describes the setting for the Reading Task

___ large chair or couch
___ two adult-sized chairs, side-by-side, with, without arms
___ other: ________________

## EVEN START PARENT-CHILD READING TASK

### Examiner's Script

We're interested in learning how parents and children read together. Right now, I'd like you to read a book with _________ (CHILD'S NAME). Here are two versions of the same book. One is in Spanish and one is in English. Choose the one you want to read. Do you know this story?

If you want to look the book over before you start reading, go ahead. You can take as long as you want. We want you to do the best you can.

I'm going to sit over there and take some notes as you read. Tell me when you're finished, okay?

Just read the book the way you usually do. Do you have any questions?

## EVEN START PARENT-CHILD READING TASK

### Libreto/Guión para el Examinador

Estamos interesados en aprender como los padres y los niños leen juntos. Ahora, me gustaría que usted lea un libro con _________ (CHILD'S NAME). Aquí le muestro dos versiones del mismo libro. Uno está en escrito en español y el otro en inglés. Usted escoja el libro que quiera leer. ¿Conoce este libro/cuento?

Si usted quiere mirar/hojear el libro antes de empezar a leer, puede hacerlo. Usted puede tomarse todo el tiempo que quiera/necesite. Queremos que lea lo mejor que pueda.

Me voy a sentar ahí para tomar una notas mientras que usted lee. Avíseme/Dígame cuando haya terminado, está bien/okay?

Simplemente lea el libro de la misma manera que lo hace siempre. ¿Tiene alguna pregunta?

# EVEN START PARENT-CHILD READING TASK
# OBSERVATION INSTRUMENT (Part I)

*Instructions: Check all behaviors exhibited during reading session.*

## A. Parent's Reading Behaviors and Teaching Strategies

1. ___ Guides child's attention to book, verbal
2. ___ Guides child's attention to book, nonverbal

3. ___ Points to pictures/words
4. ___ Labels pictures
5. ___ Describes or comments on pictures or text
6. ___ Elaborates on or extends elements of pictures or text
7. ___ Makes comments unrelated to text, pictures, or task

8. ___ Links pictures or story content to child's life
9. ___ Asks child to identify pictured objects
10. ___ Repeats child's comments or words
11. ___ Elaborates on child's comments or words
12. ___ Responds to child's questions related to text or pictures
13. ___ Responds to child's question unrelated to text or pictures
14. ___ Asks comparative, inferential, or cause/effect questions

15. ___ Permits child to explore book
16. ___ Refers to reading as joint enterprise

17. ___ Reads story from beginning to end
18. ___ Ends reading episode after child loses interest
19. ___ Continues to read after child loses interest

## B. Child's Reading and Listening Behaviors

1. ___ Attends to book
2. ___ Points to pictures
3. ___ Labels or names pictured objects

4. ___ Repeats words or elements of the story
5. ___ Acts, makes sounds related to story
6. ___ Links story content or pictures to own life

7. ___ Responds to questions asked by parent related to text or pictures

8. ___ Asks questions, makes comments related to text or parent's utterances
9. ___ Asks questions, makes comments unrelated to text or parent's utterances

10. ___ Explores book before or after reading
11. ___ Initiates page-turning or holding book
12. ___ Gestures or slaps at book
13. ___ Loses interest, walks away

## EVEN START PARENT-CHILD READING TASK
## OBSERVATION INSTRUMENT (Part II)

1. Task Engagement: Rate the individuals for level of engagement in task. How do they participate in the task?

3 = highly engaged, constant participation Parent: ___
2 = moderately engaged, intermittent participation
1 = detached, minimal participation Child: ___

2. Positive Affect: Rate individuals on degree of positive affect (smiles, laughs, enthusiasm, eagerness, or negative affect, argues, withdraws)

3 = much positive affect Parent: ___
2 = some positive affect
1 = negative affect Child: ___

3. Interactive Contact: Rate the dyad for amount of interactive contact, positive or negative (eye contact, verbal exchange)

3 = highly interactive Parent: ___
2 = moderately interactive
1 = not interactive Child: ___

4. Physical Contact: Rate individuals for level of physical contact

3 = continued contact Parent: ___
2 = some physical contact
1 = no physical contact Child: ___

5. Pace: Rate how parent allows time for child's question or response

3 = always waits for response or question Parent: ___
2 = sometimes waits for response or question
1 = does not allow time for response or question

6. Book Control: Rate the parent for control of the book

3 = parent/child both hold book, and both turn pages Parent: ___
2 = parent turns pages, holds book so child can see it
1 = parent holds book, child cannot see it

7. Parent's Reading Fluency: Rate the parent's reading

3 = reads text fluently, attends to punctuation
2 = reads text haltingly, stumbles Parent: ___
1 = does not read text

8. Reading Delivery: Rate the parent's style of delivery

3 = consistently reads dramatically
2 = occasionally reads dramatically Parent: ___
1 = never reads dramatically

# EVEN START
# CHILD'S EMERGENT LITERACY TASK

CHILD'S NAME: ______________________________

CHILD'S DATE OF BIRTH: ______________________

FAMILY CODE: ______________________________

CHILD CODE LETTER: ________________

DATE OF TESTING: ___________________________

TESTER: __________________________________

ADMINISTERED IN: ENGLISH __

SPANISH __

1. **Have plain piece of paper and pencil available. Hand pencil to child.**

   Would you write your name for me? Write your name here.

   *Circle score: 1 2 3 4 5*

2. Write how old you are.

   *Circle score: 1 2 3 4 5*

3. I wonder, why do people read, anyhow? Can you tell me some reasons why people read?

   *Probe:* Why do you like to read?

   *Circle score: 1 2*

   *Record answer verbanm:*

   ______________________________________________

   ______________________________________________

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## CHILD'S EMERGENT LITERACY TASK

**Now, I want you to help me understand this book.**

| | | Yes | | No |
|---|---|---|---|---|
| **HOLD BOOK VERTICALLY BY OUTSIDE EDGE, HAND TO CHILD** | | | | |
| Show me the front of this book. | 4. | 1 | | 2 |
| **TAKE BOOK FROM CHILD, TURN TO PAGE 4, HAND BOOK TO CHILD** | | | | |
| Show me which direction I read. | 5. | 1 | | 2 |
| Where do I start to read? Show me where I start. | 6. | 1 | | 2 |
| Where do I stop reading? Show me where I stop reading. | 7. | 1 | | 2 |
| **TAKE BOOK, TURN TO PAGE 6, HAND BOOK TO CHILD** | | | | |
| Show me what I read on this page. | 8. | 1 | | 2 |
| Can you show me a letter? Show me a letter.<br>*Probe if child points to a word:* Where is one letter? | 9. | 1 | | 2 |
| ). *(Point to upper case letter "T")* | | | | |
| Here is a big letter. Show me another big letter on this page. | 10. | 1 | | 2 |
| *(Point to lower case letter "y", then "t.")* | | | | |
| Here are two little letters. Show me another little letter on this page. | 11. | 1 | | 2 |
| **RN TO PAGE 11, HAND BOOK TO CHILD** | | | | |
| Show me a word.<br>*Probe if child does not answer:* Show me one word. | 12. | 1 | | 2 |
| Can you read this word? | 13. | 1 | 2 | 3 |
| Show me a sentence.<br>*Probe if child points to one word:* Where is one sentence? | 14. | 1 | | 2 |
| Can you read this sentence? | 15. | 1 | 2 | 3 |
| *(Point to period.)* Tell me what this is. | 16. | 1 | | 2 |
| Tell me what it (this) is for. | 17. | 1 | | 2 |
| *(Point to question mark.)* Tell me what this is. | 18. | 1 | | 2 |
| Tell me what it (this) is for. | 19. | 1 | | 2 |

# APPENDIX D

# NEIS REFERENCE GROUP ANALYSIS

# EVALUATING PROGRAM EFFECTIVENESS FOR THE NATIONAL EVEN START EVALUATION: DERIVING ESTIMATES OF EFFECT FROM REFERENCE GROUPS

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# EVALUATING PROGRAM EFFECTIVENESS FOR THE NATIONAL EVEN START EVALUATION: DERIVING ESTIMATES OF EFFECT FROM REFERENCE GROUPS

This paper proposes a procedure for using reference groups from data currently being collected as part of the National Evaluation and Information System (NEIS) to generate estimates of Even Start program effectiveness. In the paper we

- provide an overview of the four components of the national Even Start evaluation focusing on how the evaluation of effectiveness is currently conceptualized in each.
- provide a definition of program effects.
- discuss the strengths and weaknesses of three approaches for assessing effectiveness.
- outline how selected reference groups can be used to extend current plans for evaluating project effectiveness, and
- discuss three implementation issues and our plans for dealing with them.

Since Even Start has multiple goals, it could be evaluated in terms of several outcomes (e.g., child learning, adult achievement gains, improvement in child rearing practices of participating adults). The analysis described in this paper, however, is limited to measures of children's school readiness skills, as measured by the Preschool Inventory (PSI), and language skills, as measured by the Peabody Picture Vocabulary Test (PPVT-R).

## 1.0 JUDGING EVEN START PROGRAM EFFECTIVENESS IN FOUR COMPONENTS OF THE NATIONAL EVALUATION OF EVEN START

### 1.1 Four Components of the National Evaluation of Even Start

Evaluations take many forms depending upon their purpose which is shaped by such factors as (1) the stage of a program's development, (2) the audience for the evaluation, and (3) the specific uses for the evaluation data.

Some evaluations are intended primarily to describe a program: setting(s), goals, clients served, and services provided. Others aim to help translate program design into operations (implementation) or to improve program operations. Still others concentrate on assessing program effectiveness. While the national Even Start evaluation will provide information in each of these areas, this paper focuses on how the national evaluation of Even Start will assess the effectiveness of Even Start.

The national Even Start evaluation has four components, each of which is designed to provide a different perspective on projects. Each component has the potential to provide at least some information about project impact. First, the In-Depth Study (IDS) will be based on comprehensive observations from 10 of the 123 Even Start projects funded in the first two years of operation. The IDS sites were purposefully selected to include projects which are implementing a) all components intended for Even Start programs (i.e., adult education, early childhood education, and parenting training) and b) a variety of program designs (e.g., home-based) of interest for future adoptions. The most reliable data on the effects of Even Start on parents and children will come from randomized experiments which are planned for the majority of the IDS project sites.

Second, Even Start projects are encouraged to submit applications to the National Diffusion Network (NDN). To qualify for NDN, projects must first be screened by the appropriate funding agency within the Department of Education, then approved by the Program Effectiveness Panel (PEP). Information on the effectiveness of individual projects is required for applications to PEP. PEP validates projects based upon specific claims. These claims must be educationally significant and supported by evidence to be approved by PEP. We expect that PEP submissions will be based on research designs that may vary substantially in quality and method from project to project, and it is not possible to say how well PEP submissions as a group will provide information on program impact. Certainly, some Even Start projects will be able to design and conduct well-run studies which provide convincing evidence of program effectiveness.

Third, the National Even Start evaluation includes other local evaluation activities that grantees think are necessary or appropriate. Participation in this component is optional and may or may not include measures of project effectiveness.

Fourth, the National Evaluation and Information System (NEIS) provides a common core of data on project characteristics, services received, and participant characteristics for all projects. Among the participant characteristics included in NEIS are multiple observations of children's readiness for school and language skills, adult basic skills, and parents' self reports of child rearing practices and attitudes which previous evaluations have shown to contribute to the cognitive development of children. Such observations will be used to describe the characteristics of Even Start participants as they enter the program and after they have received varying amounts of service, permitting the assessment of change over time. However, no control or comparison groups are involved in this component of the evaluation, and attributing change in characteristics to participation in Even Start requires additional assumptions or design features. Key tasks are to identify the other factors, if any, which may contribute to change in the participants' skills, practices and attitudes, and to establish a method to control for the influence of these factors.

This paper proposes a methodology with the potential to evaluate the effectiveness for all four of the national Even Start components: the IDS, PEP submissions, local evaluations, and NEIS. Although the methodology is based on relatively strong assumptions and weak design compared to the experimental studies planned for some IDS sites, it has the potential to provide information about effectiveness for a much larger number of projects at relatively little additional cost.

## 1.2 Project Effectiveness Defined

Regardless of which evaluation component is under consideration, we need a common definition of an "effect of Even Start." *An effect of Even Start on participating families is the difference between an observation taken after participation in the program and what would have been observed if they had not been in the program.* Since it is impossible to know precisely how participating families would have performed if they had not been a part of the program, we must estimate what that observation would have been. Such an estimate is often called a **no-treatment expectation**. The actual post-program observation (e.g., an average posttest score on program participants) is compared to the no-treatment expectation to yield a measure of project effect. Comparison groups whose scores are not influenced by the program being evaluated are used to develop the no-treatment expectation.

A pivotal challenge in evaluating the effectiveness of a program is to ensure that the program group (the group participating in Even Start) and the comparison group (the group that does not participate in Even Start) are comparable to each other at the start of the program. If these two groups are not comparable, we need to know how they differ in order to understand the limitations that such noncomparability places on the findings of the evaluation.

## 1.3 Establishing Reference Groups for Comparisons

The best comparison group is one constructed by randomly assigning potential participants to Even Start or to a comparison group. Random assignment is the only way to ensure that the program and comparison groups are composed of similar families at the start of the study. When families are randomly assigned to groups, the characteristics of the participants, on average, will not differ systematically from the characteristics of nonparticipants. Thus, differences in performance after program participation can be used to assess the effects of the program. Randomized experiments are difficult to implement and are expensive, but they provide the least ambiguous information for drawing conclusions about the effectiveness of a social program.

As stated earlier, random assignment will be used in the IDS and may be used for some projects implementing evaluations for PEP or local use. However, projects which rely exclusively on NEIS for their evaluations will not have access to local comparison groups for analysis of project effects. Abt Associates and RMC Research proposed and developed NEIS as a descriptive evaluation and information system in which all projects would participate based on the assumption that it would not be feasible to require all projects to identify and test their own comparison groups.

The choice now is to forego the assessment of the impact of Even Start on all but those projects committed to random assignment, or to design another approach which would still provide an indication of program effectiveness. One such strategy that is often used in evaluating social programs is to employ a quasi-experimental design in which a local, nonrandomly-formed comparison group is used. This approach is popular because it is easier to convince program implementers to construct a nonrandomly-formed group than to randomly assign families. The disadvantages of this approach are that it tends to be just as expensive as a randomized experiment (because the costs are incurred by the recruitment and data collection activities, not by the techniques used to create the comparison group) and that the findings may be biased in unknown ways. For these reasons, we do not propose forming nonrandomly assigned local comparison groups to estimate program impact.

A second approach is to dispense with the collection of primary data (i.e., local data collection) on either randomly or nonrandomly-formed comparison groups (except for the planned random assignment studies for the IDS) and to use external standards of comparison such as the norms that publishers provide for standardized tests, the scores attained by similar populations in other recently-completed evaluations, or the scores of program participants prior to their receiving program services. An advantage of using such reference groups to generate comparisons is that it provides a relatively inexpensive option — no data on local comparison groups need be collected; further, it provides a basis of comparison that is likely to be just as good as that provided by several different locally derived, nonrandomly-formed comparison groups. The disadvantage is that the findings cannot be regarded with the same confidence as findings from a randomized experiment.

Three tests administered to Even Start participants as part of the national evaluation of Even Start are candidates for the development of reference standards: the PSI which will be administered to 3-5 year-olds, the PPVT which will be administered to 3-7 year-olds, and the CASAS which will be administered to adults. The PSI has no national norms. The PPVT has norms, but the norming group does not represent the Even Start population particularly well. We expect children's scores on the PSI and PPVT to increase over time due to normal development/maturation. Hence, a simple comparison of pretest scores taken at entry to Even Start with posttest scores taken at the end of some period of time in Even Start would overstate the effectiveness of Even Start by including normal development as part of the Even Start "effect." Therefore, it is important to estimate the effect of normal development on the PSI and PPVT scores of children who do not participate in Even Start.

CASAS norms which have been developed for low-income populations may be appropriate for judging the effectiveness of Even Start. In addition, we feel relatively comfortable with the assumption that adults will not exhibit any growth on the CASAS unless they are participating in an educational program of some sort; no developmental or maturational gain is expected, as was the case for children. Hence, any change on the CASAS over the time that adults participate in Even Start can be attributed to Even Start.

## 2.0 STRATEGY FOR DEVELOPING REFERENCE GROUPS

### 2.1 Comparability of Reference Groups

Using norms to estimate project effects amounts to using a "pseudo comparison group" comprised of members of the norm group. Norms (as a pseudo comparison group) are used to establish growth expectations for children who are similar to those in the norm group. These growth expectations set a standard of comparison for children receiving special services beyond those received by children in the norm group.

The norm-referenced evaluation model (Model A) used to evaluate Chapter 1 projects exemplifies the use of norms to estimate a project effect (Tallmadge and Wood, 1976). The norm-referenced model assumes that, over time, children will maintain their percentile status if they receive the same education as those in the appropriate norm group. The assumption, called the equipercentile growth expectation, is nonanalytic: that is, it is not based on a specified statistical model. Using the equipercentile expectation to set a standard for expected growth without special services, a project may compare the growth of students at the to the norm group growth expectation to estimate a treatment effect. In operational terms, a project determines the pretest status of its students in terms of Normal Curve Equivalents (NCEs). The mean NCE of the project's students then becomes the "no treatment expectation" and is compared to the mean posttest NCE of the project's students.

*Project effect = Observed mean posttest NCE - Observed mean pretest NCE*

The internal validity of norm-referenced evaluation models such as Model A used in Chapter 1, rests on the assumption that the local population of project students and the norm or reference group students are comparable on all educationally significant variables. Reasoning by analogy from experimental and quasi-experimental models, selection of students represents a threat to internal validity. Errors in estimating impact can occur if the students in the project and comparison groups are not similar prior to treatment. In other words, if the local project group differs in educationally significant ways from the group used to establish the reference point for expected growth, the validity of the growth assumption is called into question. When the local project group differs substantially, its rate of change may differ from that of the reference group.

There are two educationally significant ways in which the reference group may differ from the Even Start project group in terms of previous educational experiences. One way is participation in early childhood education (ECE) prior to the Even Start experience, and the other is in the type of educational experiences provided in the home. From this standpoint, the term "developmental" norms is imprecise and perhaps somewhat misleading. The growth expectations on which developmental norms are based are a function of experience both within and outside the home, as well as maturation, or changes related to age, which the term "developmental" implies.

If the status of new samples of children are to be compared to the reference group, it is essential to know how comparable the two groups are in their educational experiences. Matching children on parental education is one accepted way to control for differences in early educational experiences in the home. The interpretability of differences between even a demographically matched local sample and reference group, however, would be further influenced by knowledge of differences in ECE experiences. This is especially important in early childhood tests because the early childhood educational experiences are not likely to be as uniform as experiences at different grade levels. In addition, the gains made by children may not be linearly related to length of ECE experience.

### 2.2 Approach to the Use of Reference Groups in Even Start

We propose to use the Even Start population as its own reference group to **develop no-treatment growth expectations from pretest scores**; that is, to generate an expected growth rate (the mean number of additional items correct per each additional month of age) for Even Start children prior to their receiving Even Start services. Assessing the effectiveness of Even Start participation would be based on growth above the expected rate.

This strategy would essentially replicate the methodology which Abt Associates has used in previous evaluations of early childhood programs: specifically, the method employed by Layzer, Goodson and Layzer (1990) in the evaluation of New York City's Project Giant Step. To assess the significance of children's gains from pretest to posttest without a comparison group for Giant Step participants or development norms for the PSI, Abt Associates staff estimated the gains that might be expected in the absence of preschool. Previous evaluation studies using the PSI have demonstrated that the number of items correct was correlated with the age of children tested. Calculating the number of items correct for children at different age levels and computing a mean increase in the number of items correct per month of age resulted in expected growth rates of about .5 items per month.

The growth expectations from Project Giant Step were based on PSI scores for 1,039 children between 41 and 60 months of age. Exhibit 1, taken from the final report of the Giant Step evaluation, illustrates how this information was used as one indicator of program impact. Children's PSI scores increased by an average of one item per month — more than twice what would be expected from maturation.

The Giant Step evaluation also calculated program effects for each center, as displayed in Exhibit 2. Programs with larger or smaller program gains than the norm were examined in more detail using process variables that described the quality of service delivery and content. This is parallel to examining the effectiveness of individual Even Start projects for PEP consideration, taking into account other measures of impact such as attendance data and the frequency of early childhood and parent-child activities. These additional indicators can support or refute hypotheses that gains for children can be attributed to Even Start activities.

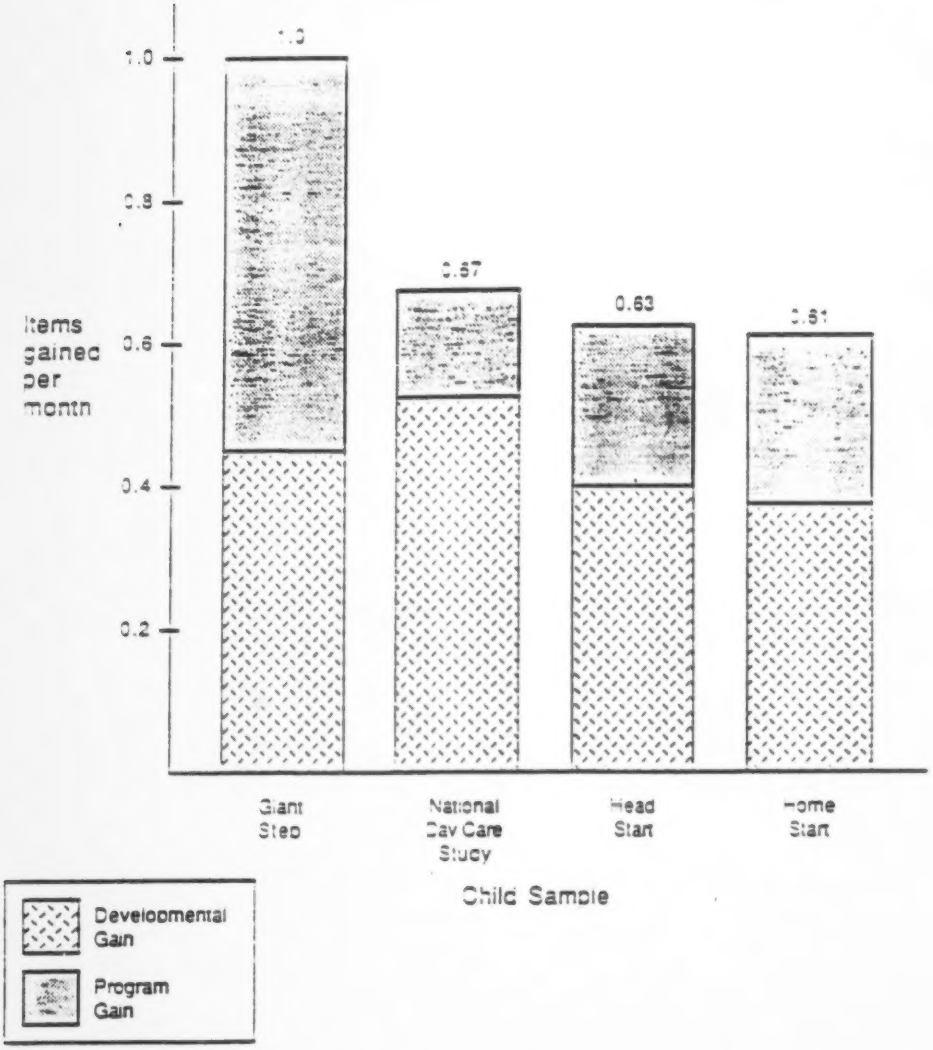
While we would not need to collect data which we do not already plan to collect to implement this strategy, more extensive analyses than originally planned would be necessary. Information available from the Even Start database (e.g., previous educational experiences of both parents and children, English language proficiency, family configuration) may enable us to calculate separate growth expectations for clearly differentiated subpopulations of Even Start participants.

We propose to explore the use of different growth expectations for subpopulations of Even Start children based on previous ECE experience, the English language facility of the family, and parental educational level prior to receiving Even Start services. Current discussions of state-of-the-art practices in the evaluation of programs like Even Start point out that very little attention has been paid to qualifying results in terms of the population for whom the program was effective, or to differential definitions of success (Weiss & Jacobs, 1988; Hauser-Cram, 1990).

While all the families which make up the Even Start population must qualify for adult basic educational services, there is still a great deal of heterogeneity in English language proficiency of parents as well as the level of parental education. Differences in parental education would be expected to be reflected in differences in child-rearing styles and the use of language in the home, with consequences for children's initial performance on the PSI and the PPVT-R. Results from the Giant Step study showed that the strongest predictor of posttest PSI scores was the pretest PSI (accounting for half the variance in posttest scores) and that pretest scores were correlated with family background characteristics. This suggests that it would be reasonable to expect differential growth rates for children based on family background.

EXHIBIT 1

**Comparison of Monthly Gains on the Preschool Inventory by Giant Step Children with Monthly Gains by Children in Other Early Childhood Programs***

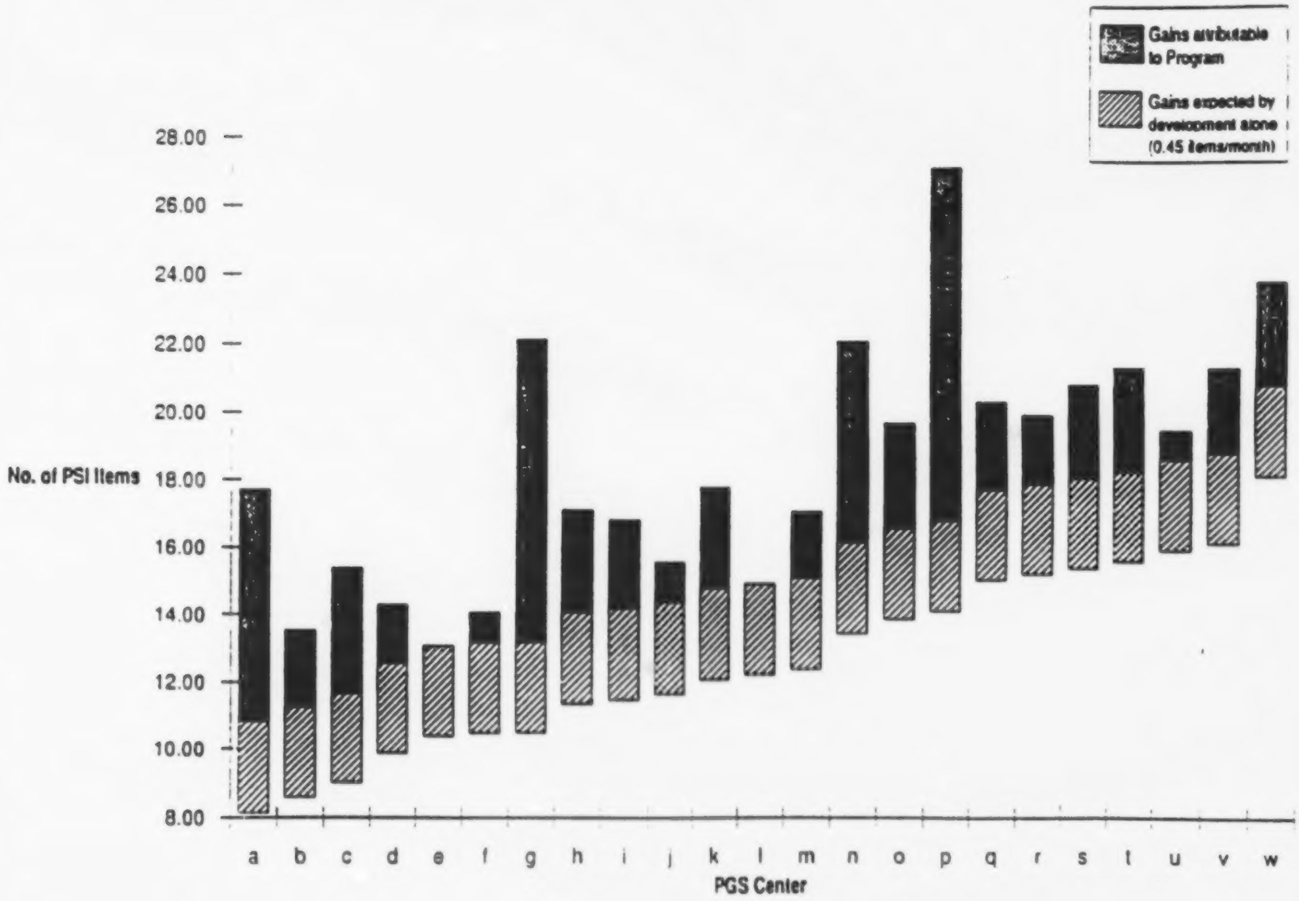


*These numbers are taken from several reports of the National Home Start Evaluation (High/Scope Educational Research Foundation) and from Children at the Center, the Final Report of the National Day Care Study (Abt Associates, Inc.).

Source: Layzer, J.I., Goodson, B.D., and Layzer, J.A. (1990) *Evaluation of Project Giant Step. Year two report: The study of program effects.* Cambridge, MA: Abt Associates, Inc.

## EXHIBIT 2

### PSI Gains over Six Months of Testing for Each PGS Center
### Cohorts 1 and 2 Combined



Source: Layzer, J.I., Goodson, B.D., and Layzer, J.A. (1990) *Evaluation of Project Giant Step. Year two report: The study of program effects.* Cambridge, MA: Abt Associates, Inc.

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In addition to looking at expected growth rates for different family background characteristics, we will also examine the relationship between previous ECE experience and expected growth rates on the PSI and the PPVT-R. The results of previous studies of the PSI do not indicate ceiling effects; however, there may be differential growth rates based on previous ECE experience. ECE experience may result in rapid initial growth on the PSI, which levels off over time. That is, children who have participated in ECE programs prior to Even Start may not be reasonably expected to gain as much as children with no previous preschool experience. This may be an important factor in evaluating program effects from projects which differ in the amount of previous ECE experience available to local populations.

Because of the different nature of the PSI and the PPVT-R (the content of the PSI being more directly relevant to preschool experience), we may expect a larger effect of previous preschool experience on expected growth rates for the PSI.

## 2.3 Validity Check on Growth Expectations

Previous databases on the PSI and PPVT-R will be used as a validity check on the growth expectations derived from Even Start data. This strategy responds to OMB's concern that our comparisons not be based on dated research.

The monthly gains on the PSI both before ("developmental gain") and after participation ("developmental gain" plus program gain) calculated for the Giant Step study (Layzer, Goodson and Layzer, 1990) were compared to similar gains derived from data from the National Day Care Study, the Head Start Planned Variation study, and the Home Start Evaluation. These analyses, like most age norms, are cross-sectional, not longitudinal. However, they appear to produce fairly consistent results across samples in different historical periods and for groups of children with different initial score levels. In all cases, the developmental gain was constant, averaging .4 - .5 items per month. The same validity check comparisons will be made for Even Start gains. However, only the data from the Giant Step study (the most recent) will be used to make comparisons for subpopulations based on parental education and previous ECE experience.

Data from the National Longitudinal Study of Youth will be used as a validity check on Even Start gains calculated from the PPVT-R. A large Hispanic subpopulation in this study should provide important information on expectations for the Spanish version of the PPVT-R (TVIP). In addition, the PPVT-R has national norms based on two-month age intervals. While the norm group for the PPVT-R may not be an appropriate reference group for the Even Start population, it will serve as a reference point for expected growth in a nationally representative sample of children. A nationally representative comparison is not available for the PSI.

## 3.0 IMPLEMENTATION ISSUES

### 3.1 Avoiding Entry Scores Contaminated by Even Start Experience

It is essential that observations (i.e., PSI and PPVT scores) used to generate the expected growth in school readiness skills and cognitive development be from children who have not received Even Start services. Including children who have received such services in the pool of those used to generate estimates of no-project growth (no treatment expectations) will result in biased estimates of project effectiveness. Project effectiveness will be underestimated depending upon the number of children receiving services and the extent of service received prior to collecting entry scores.

The data used to construct reference norms will come from the pretests administered as part of the ongoing NEIS data collection. It is important to recognize that the design for the NEIS calls for data collection to be phased in over a one-year period, with PSI and PPVT data not being collected from any given project until that project is in its second year of funding. This procedure ensures that Even Start projects will not be prematurely judged in terms of effects on children and adults. However, it also means that true pretest data are not available for children and adults who entered Even Start during the first year of operation for any given project.

To elaborate, 76 Even Start projects (Cohort 1) were funded in the fall of 1989. In the subsequent three to six months, most of these projects recruited staff, planned programs, recruited families, and began service delivery. The initial testing of children and adults was conducted in the fall of 1990. At that point, many of the children and adults tested were from "continuing" families that had received Even Start services during the past year, while others were newly recruited to the program. The tests for newly recruited family members are true pretests, whereas the tests for continuing family members cannot be regarded as true pretests because they had already received Even Start services. After the fall of 1990, all newly recruited families are to be administered a true pretest.

In the fall of 1990, 47 additional Even Start projects (Cohort 2) were funded. They will begin testing adults and children in the fall of 1991. As is the case with Cohort 1 projects in the fall of 1990, some of the adults and children of Cohort 2 projects will be "continuing" in the program in the fall of 1991. These family members will not have a true pretest, while others will be newly recruited and will have a true pretest.

At this point we know that several thousand children and adults will be tested each year, but we do not know the proportion that will receive true pretests. Certainly it is possible to pilot test the procedures for generating the reference-group comparisons based on test data reported to RMC in the early reporting periods (15 December 1990 and 15 June 1991). At this point we will have a better understanding of the number of true pretests available and will know whether we need to wait for additional testing to be done in order to refine the reference-group comparisons. Our best estimate is that we should not expect final development of the reference group comparisons until we have received data from the 15 December 1991 and 15 June 1992 reporting periods. This would allow us to pool data from four different reporting periods (across two years and two cohorts of 123 projects) and develop the no-project expected growth rates in time for use in the annual report due to ED in the fall of 1992.

### 3.2 Representativeness of Reference Groups

Children whose scores are used to generate reference-group no-project expectations should be similar to children to whom they are compared when estimating project effectiveness. Several projects which began in 1989-90 are continuing to serve families who began receiving services before projects began to assess outcomes. Children from these families cannot be used for developing no-project reference groups since their previous experience in Even Start affects the representativeness of children used to generate no-project growth estimates. It is also conceivable that families who enter a program during its first year are systematically different from families entering in the second or third year. Information gathered on all families can be used to determine whether there are differences between children entering projects during the first year and those entering in subsequent years.

The no-project growth expectations will only be a valid comparison for children who are similar to those who have valid entry scores, not to all children served by Even Start. Not all children will be tested. Children younger than three and children who do not speak English or Spanish are excluded from testing with the PSI or the PPVT.

### 3.3 Use of Reference Group Analyses at the Individual Project Level

While reference group analyses can be used for examining program effects for aggregates across projects, they may not always be appropriate at the individual project level. Populations of children served by individual programs should be similar to the population used to generate the no-project growth expectation. Unique populations may not follow the same growth rate as typical populations served by Even Start. Developing growth rates for several subgroups should minimize this potential problem.

## 4.0 USE OF REFERENCE GROUPS IN THE EVEN START EVALUATION

### 4.1 In-Depth Study

The In-Depth Study plans call for collecting site-level and family-level information at ten Even Start Projects. Where it is feasible, randomized studies will be implemented. Based on conversations with project staff, it is estimated that randomized designs can be implemented in seven of the ten sites. In the other three projects, a limited pool of eligible families or small turnover of program families precludes the option of implementing randomized studies.

In the nonrandomized sites, assessing the impact of Even Start on participating families will have to rely on quasi-experimental methods such as matched comparison groups or comparisons with normative data. Norms based on the larger Even Start population will provide a useful comparison to assess impact because the program activities and population characteristics will more closely approximate those in the In-Depth Study sites than will those from other studies or the norming sample from standardized tests.

Data from the randomized sites in the In-Depth Study can also be compared with the program effects seen in the nonrandomized sites and the larger reference group of Even Start projects. The extent to which educational gains are the same in each of the different study groups will add to the validity and generalizability of results in the Even Start Evaluation.

### 4.2 Program Effectiveness Panel Submissions

PEP approval requires a project to present convincing evidence that it will likely be effective in producing educationally meaningful outcomes, if it is well implemented in settings similar to those in which it was originally developed and with populations similar to those for which it was developed. Project submissions must state and support claims which summarize the observable effects (i.e., outcomes) of its implementation. Traditionally, claims involve student learning. Specifically, such claims indicate that students learn more or at a faster rate than they would have without the program's treatment or through an alternative treatment. Comparison groups formed by random assignment (experimental comparisons) or other means (quasi-experimental comparisons) may be used to determine whether the amount or rate of student learning significantly exceeds a relevant comparison.

In recent years, PEP has expanded the types of claims it will consider for approval. Although gain in student learning remains the ultimate criterion for evaluating

240

effectiveness. PEP will consider empirical evidence supporting changes in teacher attitudes and behavior, changes in student attitudes and behavior, and improvements in instructional practices and procedures. When the empirical evidence contained in PEP submissions focuses on such intermediate outcomes, the linkage between those outcomes and student learning must be supported by a clear research link.

Several methods may be used to accumulate evidence needed to support and evaluate claims for effectiveness. The development of expected growth rates on the PSI and the PPVT in the absence of Even Start services will permit local projects to compare the growth rates of children they serve to a standard of "normal growth" based on a national pool of children before they receive Even Start services.

Projects which are not able to establish local comparison groups, or which are not successful in implementing comparison group evaluations would be able to compare the growth of children in their projects to the expected growth rates without Even Start as a strategy for supporting its claims. Projects using this approach must meet three conditions:

1. Children served by the local project must be similar to those served by Even Start nationally.

2. Projects must have entry and post test scores on a sufficient number of children to permit reliable comparisons.

3. Children for whom test scores are available must be representative of those served by the project, or those for whom the claim is made.

Projects whose objectives for child learning are weakly measured by the PSI or the PPVT may not find results based on these measures to be sensitive to intended program effects. The PSI and the PPVT were selected as general measures of Even Start program effects on children. Programs with refined local objectives for children should consider gathering data on additional outcomes. However, results from the PSI and PPVT may still prove useful in a submission to PEP and these results would be available with very little effort beyond that already required for the NEIS.

Projects may choose to gather empirical evidence on other criteria of effectiveness (i.e., types of claims) using previous research and logic to support the link between empirically derived findings on intermediate outcomes and children's learning. For example, a project may base its empirical claims on evidence that it has improved instructional practices and procedures which are logically linked to educationally relevant outcomes that are detectable much after a child's involvement in Even Start (a permissible PEP claim). The proposed use of growth expectations for the PSI and PPVT could still be useful to support the logical claim with empirical evidence, provided the intended outcomes on children are measured by the PSI or the PPVT.

### 4.3 National Evaluation and Information System

The NEIS collects several types of data for the evaluation of programs. While NEIS is primarily descriptive in design, it does include multiple observations of outcome measures which could be used to assess program effectiveness if appropriate comparison groups or standards could be formulated. Currently, however, the use of NEIS to assess effectiveness is limited to tracking changes in the status of participating children over time. Data from children entering the program will be a source of expectations for growth over time in the absence of Even Start services. These expectations will permit some projects to estimate their effectiveness and allow analysts to pool data across projects to assess the effectiveness of the national implementation of Even Start.

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